أكاديمية جيمس العالمية
GEMS World Academy
ABU DHABI

Assessment Rationale

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Our beliefs about assessment

At GEMS World Academy – Abu Dhabi we believe that all students are highly capable learners. Students can achieve high levels through the teacher's facilitation of learning. We believe in the use of rigorous and relevant assessment practices that guides the construction of purposeful and effective learning opportunities for **every student, every day**. We recognise that assessment is an ongoing process that is used by both teachers and learners. Assessment should be differentiated to provide all students with the opportunity to demonstrate their skills and knowledge.

We value the purpose of assessment being to inform the teaching and learning process. It involves the gathering and analysis of information about students learning to inform future practice. It identifies what students know, understand and can do at different stages of the learning process.

We empower students to become effective, self-regulated learners who are engaged in the reflective process of evaluating their own and others learning. They actively seek feedback to support the setting of goals and curriculum targets. This supports the HPL Pillar of ensuring assessment is with learners – not to them!

Parents are valued partners in their child's learning and are actively involved in understanding their child's progress, extending understanding and supporting the belief that learning is a lifelong process.

We recognise that assessment should:

- Be an ongoing process of gathering, reflecting and acting on evidence of students learning to inform teaching
- Assessment design is both backward and forward looking
- be supported with explicit learning intentions, co-constructed success criteria and WAGOLLs (What a Good One Looks Like)
- be regarded as a key professional skill for teachers – supporting as assessment culture developing capacity across the community
- be part of effective planning of teaching
- be collaborative between students and teachers
- promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- be recognised as central to classroom practice
- focus on how students learn utlizing the VAA and ACP Progression Tools
- formative feedback to provide constructive guidance and **feedback** about how to improve
- develop learners' capacity for self-assessment so that they can become reflective and self-managing
- take account of the importance of learner motivation
- recognise the full range of achievement of all learners (differentiated/ personalized)
- endeavor to align with planned outcomes for teaching and learning

Stakeholders Rights and responsibilities

Teachers' Rights and Responsibilities:

Right to Access High-Quality Resources: Teachers should have access to resources that aid effective assessment and feedback ensuring the importance of providing educators with the tools and materials necessary for assessing and providing feedback on student learning.

Value of Professional Dialogue: Professional dialogue among teachers regarding assessment should be valued; fostering a collaborative environment where teachers can discuss assessment strategies, share insights, and learn from each other.

PD Time for Assessment Discussions: Teachers should be given professional development (PD) time dedicated to discussing assessment. Recognising the need for ongoing training and discussions to enhance teachers' understanding and skills in assessment practices.

Staff Accountability: Staff members are responsible and accountable for delivering and reviewing specified formative and summative ensuring educators taking ownership of the assessment process.

Students' Rights and Responsibilities:

Explicit Teaching of Feedback Skills: Students have the right to be explicitly taught how to give and receive feedback, promoting the development of self-regulated learners ; educators in not only assessing students but also in equipping them with the skills to engage in constructive feedback.

Student Voice in Learning: Students should have a voice in the learning, feedback, and assessment process. A student-centered approach ensures their perspectives and input are considered in shaping the learning experience.

Parents' Rights and Responsibilities:

Active Involvement in Understanding Progress: Parents have the right to be actively involved in understanding their child's progress. The school ensures the importance of communication between teachers and parents, providing insights into a child's academic journey.

Supporting Lifelong Learning: Parents should be encouraged to support the belief that learning is a lifelong process; aligning with the idea that education extends beyond the classroom, and parents play a crucial role in fostering a positive attitude toward learning.

In summary, these points emphasize the collaborative nature of education, where teachers, students, and parents each have distinct rights and responsibilities, contributing to a holistic and effective learning environment.

We recognise that **feedback** is integral to the impact of quality teaching practices and should be provided to students through transparent and open assessment.

'The Enhanced PYP: From Principles into Practice' provides the following guidance which underpins the rationale of assessment at GEMS World Academy - Abu Dhabi – '*Assessment embodies a holistic design, incorporating both a backward and forward-looking approach in which feedback is integral to learning and teaching. Schools build a schoolwide assessment culture which focuses on developing assessment-capable students and teachers who understand the importance of teaching and learning. Teachers monitor, document, measure and report on learning using an integrated, ongoing process.'*

Formative Assessment

"Formative assessment is a **planned, ongoing process** used by **all students and teachers during learning and teaching** to **elicit and use evidence of student learning** to improve student understanding of intended disciplinary learning outcomes and **support students to become self-directed learners**."

Examples of formative assessments include:

1. Teacher and TA questioning throughout
2. Teacher and TA observations
3. Technology tools such as Kahoot or booklet
4. UOI assessment rubrics
5. VAA and ACP Progression Grids

Summative Assessment

Generally, educators administer a summative assessment near the end of an instructional unit to help them answer the question, "What did students learn?" All sorts of different assessment instruments are used for summative assessment, including:

- CAT4
- End-of-unit tests and end-of-course tests (such as White Rose Maths for each domain)
- Rwinc – 6 weekly phonics test
- Portfolios of writing – Hot and Cold pieces per genre
- Standardised assessments (English, Mathematics, Science Progress Tests)
- NGRT – Reading Test
- Star Reader linked ot My On reading programme giving a reading age
- PASS test

The school assessment principles aim to give reliable information to all stakeholders which:

- Allows meaningful tracking of learners towards end of key stage expectations, including regular and easily understood feedback to parents which is transferable.
- Produces recordable measures which can demonstrate comparison against expected standards and reflect progress over time.
- Recognises and gives early support and guidance to those who are falling behind and those who are excelling.
- Ensures that feedback to learners contributes to improved learning and is focused on specific and tangible objectives.
- Demonstrates that the school is keeping up with external best practice and innovation.

PYP Beliefs and approach to assessment

Characteristics of effective assessment

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

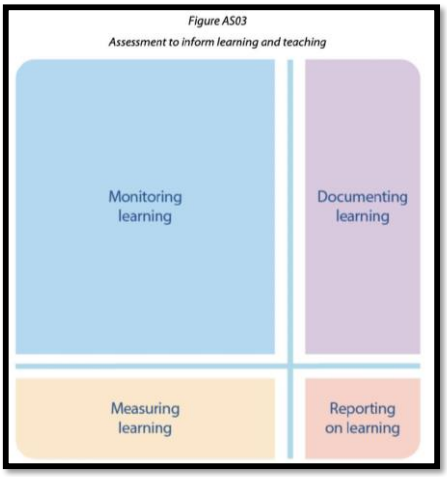
- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Effective PYP assessment practice holistically integrates assessment for, of and as learning (Harlen, Johnson 2014) to support effective learning and teaching.

The four dimensions of assessment

Assessment provides evidence to inform learning and teaching. Both students and teachers are continually asking themselves the questions "Am I making progress? How do I know?" They gather evidence of learning to answer these questions.

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.



	Conceptual understandings	Skills	Knowledge
Monitoring Learning			
The monitoring of learning occurs daily through a variety of strategies: observing, questioning, reflecting, discussing, and learning with peers and teachers to form meaningful feedback and feedforward for next steps in learning.	What conceptual understandings am I planning for and monitoring? How will my students know the purpose of monitoring learning?	How am I modelling the skills I want my students to build? How am I monitoring the skills I want my students to build?	What relevant prior knowledge might my students already have? How do I plan to find out?
Documenting learning			
The documenting of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.	How am I documenting feedback and reflection on new understandings? How am I using this information?	Are/how are my students identifying connections to others learning and prior experience? In what ways are my students and I documenting skill developing?	How have my students and I identified and documented their learning?
Measuring learning			
The measuring of learning gathers "point-in-time" data on achievement and progress. Not all learning can be, or needs to be measured.	How have I given multiple opportunities for my students to access, use and demonstrate new understandings?	How might my students use their strengthened skills in other contexts? What will support them to do so?	Have I got the right balance between challenge and knowledge? How do I know?
Reporting learning			
Reporting on learning informs the learning community and reflects the question "How well are we doing?" It describes the progress and achievement of the students' learning, identifies areas for growth and contributes to the efficacy of the programme.	The school awards and communicates grades and other indicators of achievement, in an open and transparent format through the following: • Parent/teacher/student conferences • Student-led conferences • Reports • Learning progressions		

External assessment tools

Baseline	An accurate baseline is the bedrock to ensuring the best starting point for each student to inform curriculum planning and teaching and learning.
CAT4	CAT4 provides a unique profile of student's 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.
Progress Test – English	Measures students' knowledge, understanding and application of technical English skills (spelling, grammar and punctuation) and reading comprehension, using age-appropriate fiction and information texts.
Progress Test – Mathematics	PTM measures students' mathematical skills and knowledge in areas such as number, shape, data handling and algebra, as well as their mathematical reasoning and problem solving.
Progress Test - Science	Measures students' knowledge and understanding of science, as well as their application of this knowledge and understanding. Their ability to work scientifically is also assessed.
PASS Test	PASS assesses students' attitudes towards themselves as learners and their attitudes to school in order to understand internal and complex reasons behind behavioural issues, low attendance levels, poor attainment and mental health and wellbeing issues.
TIMSS – 4 Yearly	TIMSS, the Trends in International Mathematics and Science Study, is a flagship study of IEA. Directed by the TIMSS & PIRLS International Study Center at Boston College, TIMSS is an international assessment of student achievement in mathematics and science at fourth and eighth grades.
PIRLS – 5 Yearly	The Progress in International Reading Literacy Study (PIRLS) is an international assessment and research project designed to measure reading achievement at the fourth-grade level, as well as school and teacher practices related to instruction.

Teachers will be required to complete the above assessment pieces following the assessment schedule. Other forms of assessment may be used in addition to the above. Teachers will need to work in year cohorts when using assessment tools.

ASSESSMENT SCHEDULE

	Ongoing assessment both summative and formative		
	Start of year	Internal Assessment Tracking	End of year
EYFS – FS1	Baseline assessment using teacher observations	Ongoing teacher observations	Teacher observations and judgements
EYFS – FS2	Baseline assessment using teacher observations RWI entry assessment	Teachers AfL professional notes Ongoing tracking through Learning Ladders	Exported Seesaw profile documented the child's learning journey Learning Ladders PDF report of achievement
Year 1	Baseline teacher assessments in writing RWI entry assessment	Teachers AfL professional notes Ongoing tracking through Learning Ladders RWInc Phonics every 6 weeks (or half term) Hot and Cold writing (one focus genre per term) Mathematics – White Rose Maths per unit Science Formative (such as KWL-Mindmap Assessment (TAPS) - Curriculum Materials | Primary Science Teaching Trust (pstt.org.uk) Class copies of VAA and ACP Progression Grids	Phonics screener Learning Ladders PDF report of achievement
Year 2	Baseline teacher assessments in writing, Maths and Science (new students) RWI assessments NGRT (?)	Teachers AfL professional notes Ongoing tracking through Learning Ladders RWInc Phonics every 6 weeks (or half term) Star Reader - Reading age (termly if students off read Hot (scaffolded) and Cold (on demand) writing (one focus genre per unit) Mathematics – White Rose Maths per unit Science Formative (such as KWL-Mindmap Assessment (TAPS) - Curriculum Materials | Primary Science Teaching Trust (pstt.org.uk) Class copies of VAA and ACP Progression Grids	GL Progress Test – English GL Progress Test – Mathematics

Year 3	GL CAT 4 developed ability test (*)	Teachers AfL professional notes Ongoing tracking through Learning Ladders Star Reader - Reading age (termly) Hot and Cold writing (one focus genre per unit) Mathematics – White Rose Maths per unit Science Formative (such as KWL-Mindmap Assessment (TAPS) - Curriculum Materials | Primary Science Teaching Trust (pstt.org.uk) Class copies of VAA and ACP Progression Grids	GL Progress Test – English GL Progress Test – Mathematics GL Progress Test – Science
Year 4	GL CAT 4 developed ability test (*)	Teachers AfL professional notes Ongoing tracking through Learning Ladders Star Reader - Reading age (termly) Hot and Cold writing (one focus genre per unit) Mathematics – White Rose Maths per unit Science Formative (such as KWL-Mindmap Assessment (TAPS) - Curriculum Materials | Primary Science Teaching Trust (pstt.org.uk) Class copies of VAA and ACP Progression Grids	GL Progress Test – English GL Progress Test – Mathematics GL Progress Test – Science
Year 5	GL CAT 4 developed ability test (*)	Teachers AfL professional notes Ongoing tracking through Learning Ladders Ongoing Assessment for learning RWInc Phonics every 6 weeks (or half term) Star Reader - Reading age (termly) Hot and Cold writing (one focus genre per unit) Mathematics – White Rose Maths per unit Science Formative (such as KWL-Mindmap Assessment (TAPS) - Curriculum Materials | Primary Science Teaching Trust (pstt.org.uk) Class copies of VAA and ACP Progression Grids	GL Progress Test – English GL Progress Test – Mathematics GL Progress Test – Science

Year 6	GL CAT 4 developed ability test (*)	Teachers AfL professional notes Ongoing tracking through Learning Ladders Ongoing Assessment for learning RWInc Phonics every 6 weeks (or half term) Raz Kidz/ ar Reader - Reading age (termly) Hot and Cold writing (one focus genre per term) Mathematics – White Rose Maths per unit Science Formative (such as KWL-Mindmap Assessment (TAPS) - Curriculum Materials | Primary Science Teaching Trust (pstt.org.uk) Class copies of VAA and ACP Progression Grids	GL Progress Test – English GL Progress Test – Mathematics GL Progress Test – Science

Year 7	GL CAT 4 developed ability test (*)	English – Reading, Writing and spellings Mathematics – Number (Shape and Space), Measurement, Data Handling and Algebra. Class copies of VAA and ACP Progression Grids	GL Progress Test – English GL Progress Test – Mathematics
Year 8	GL CAT 4 developed ability test (*)	English – Reading, Writing and spellings Mathematics – Number (Shape and Space), Measurement, Data Handling and Algebra. Class copies of VAA and ACP Progression Grids	Teacher end of year assessments (Maths, Reading, Writing and RWI) GL Progress Test – English GL Progress Test – Mathematics GL Progress Test – Science
Year 8	GL CAT 4 developed ability test (*)	English – Reading, Writing and spellings Mathematics – Number (Shape and Space), Measurement, Data Handling and Algebra. Class copies of VAA and ACP Progression Grids	Teacher end of year assessments (Maths, Reading, Writing and RWI) GL Progress Test – English GL Progress Test – Mathematics GL Progress Test – Science

(*) – GL CAT4 test is completed in line with ADEK assessment policy. New admissions are tested upon entry using CAT4.

School Assessment System

GEMS World Academy – Abu Dhabi uses Learning Ladders and Phoenix as a tool for teaching and learning. The system allows us to have a clear picture of every child's learning and next steps by collating and triangulating all assessment information. It outlines the curriculum objectives and provides the opportunity to bring the curriculum to life by building a bank of resources as well as create our own personalised curriculums. The use of Learning Ladders enables all stakeholders to be informed about each child's learning and progress.

At GEMS World Academy – Abu Dhabi we expect all teachers to update Learning Ladders and Phoenix on an ongoing basis to ensure that information being recorded can be used to inform lesson planning. We believe there is no intrinsic value in storing formative assessments until the end of a half term/term/unit as this information cannot be used to inform daily planning.

Language and guidance

We use the same assessment language and guidance across all subjects to ensure consistency. Teachers should use the procedures outlined in this policy to inform their judgements, we value every teacher's professional judgement when updating Learning Ladders.

1. the pupil has been introduced to the skill/objective (**Beginning – B**)
2. the skill/objective has been achieved with support (**Working Towards - WT**)
3. the pupil has demonstrated the skill/objective independently (**Working Within - WW**)
4. the pupil is working at greater depth, the skill/objective has been seen consistently, within another context and without adult support. (**Working Above - WA**)

- The curriculum is age-related and is linked directly to the curriculum objectives based on the NCfE.
- Arabic and Islamic lessons follow the MOE objectives, which are also included in Toodle, but with bandings based upon percentages.
- Learning objectives are set out in the Toodle assessment system used by teaching staff.

Learning Ladders is used for the following subjects:

English	Arabic
Mathematics	Islamic
Science	Social Studies
Computing	French
PE (including swimming)	Performing Arts (Art and Music)
EYFS	

Progress descriptions

GEMS World Academy – Abu Dhabi measures progress using the following descriptors:

- Below Expected level
- At (Within) Expected Level
- Above Expected Level

Progress is calculated cumulatively across the year based on objectives taught. These may be below age-related curriculum expectations.

Working towards Curriculum Expectations.	Working at (within) Curriculum Expectations.	Working above Curriculum Expectations.
WT	WW	WA
50-59 %	60-74 %	75 or above %

Commented [VM1]: We need to use progress language here not attainment

Each year, Working Within age related expectations increases. Therefore, students who maintain the same banding have made expected progress.

CAT4 and Progress Test data is calculated on the Stanine scale as well as standard age score. The table below shows the banding for these assessments.

Measures	Below	At	Above
Standard Age Score	0 - 89	90 – 110	111+
Stanine	1 - 4	5+	7+
	1-3	4-5	6+
	<88	89-103	104+

Assessment Conversion

Converting data onto a common matrix allows for comparisons to be made across datasets. For the purposes of reporting to ADEK all information is converted into percentages as detailed in the matrix.

	Working towards	Emerging	Developing	Secure	Secure +	Mastery
WAA	Beginning	Working towards		Working at	Above	
MOE Curriculum				50-69%	70%-100	
NC SAS				100	110+	
MYP				4	5	
SAS BANDS	<74	74-81	82-88	89-111	112-126	>126
EYFS GLD				Meeting	Exceeding	
KS1 to KS3 (Stanine)	Stanine 1	Stanine 2	Stanine 3	Stanines 4 & 5	Stanines 6 & 7	Stanines 8 & 9
KS3 – Stanine mapped to ESIS %		50-59%	60-69%	4: 70-74% 5: 75-79%	6: 80-84% 7: 85-89%	8: 90-95% 9: 96%
SAS		74-81	82-88	89-103	104-118	119+