



ASSESSMENT POLICY 2024-25

Principal: Ms. Sadia Wajid



Al Sadiq Islamic English School

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Rationale:

Assessment at Al Sadiq Islamic English School supports each student in the achievement of his or her full learning potential and fosters the development of personalised learning. Assessment is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an intrinsic process for effective classroom practice. This document must be read in conjunction with the **Teaching and Learning Policy**.

Effective assessment informs and supports the learning and teaching process, helping to raise attainment and increase the progress for every child. All involved should understand and take appropriate account of the three main types of assessment:

- **Assessment for learning is essentially formative.** It is the process of seeking and interpreting evidence so that learners, parents/carers and teachers can decide, through high quality dialogue, where the learners are in their learning, where they need to go next and how best to get there.
- **Assessment as learning is essentially evaluative.** It is about using assessment to learn how to learn and thus encourage the development of autonomous learners. In effective assessment as learning, learners through self and peer assessment identify and reflect about their own evidence of learning. Personal learning planning provides a supportive framework for these processes.
- **Assessment of learning is essentially summative.** It is about measuring, analysing, and reporting performance. Effective assessment of learning provides information about individual skills and knowledge leading to awards which are passports to opportunities in life, work, and education.

KHDA Framework for Assessment:

- ✓ Assessment is used as a tool for teachers to plan each stage of learning. A benchmark assessment is completed by every student on their arrival at ASIES, in order to diagnose the child's potential and skills across and to identify any special needs and special talents. The benchmark assessment is used as a tool to predict and set challenging targets for students, track and monitor progress and provide valuable feedback. Formal tests are conducted periodically; the results of these tests are compared with international benchmarks.
- ✓ Data from formal internal assessment is collected and analysed to identify strengths and areas for development in students' attainments. The assessments also allow the school to identify any trends in underperformance. Internal assessment data is frequently compared with predicted attainment and adequate provision can be



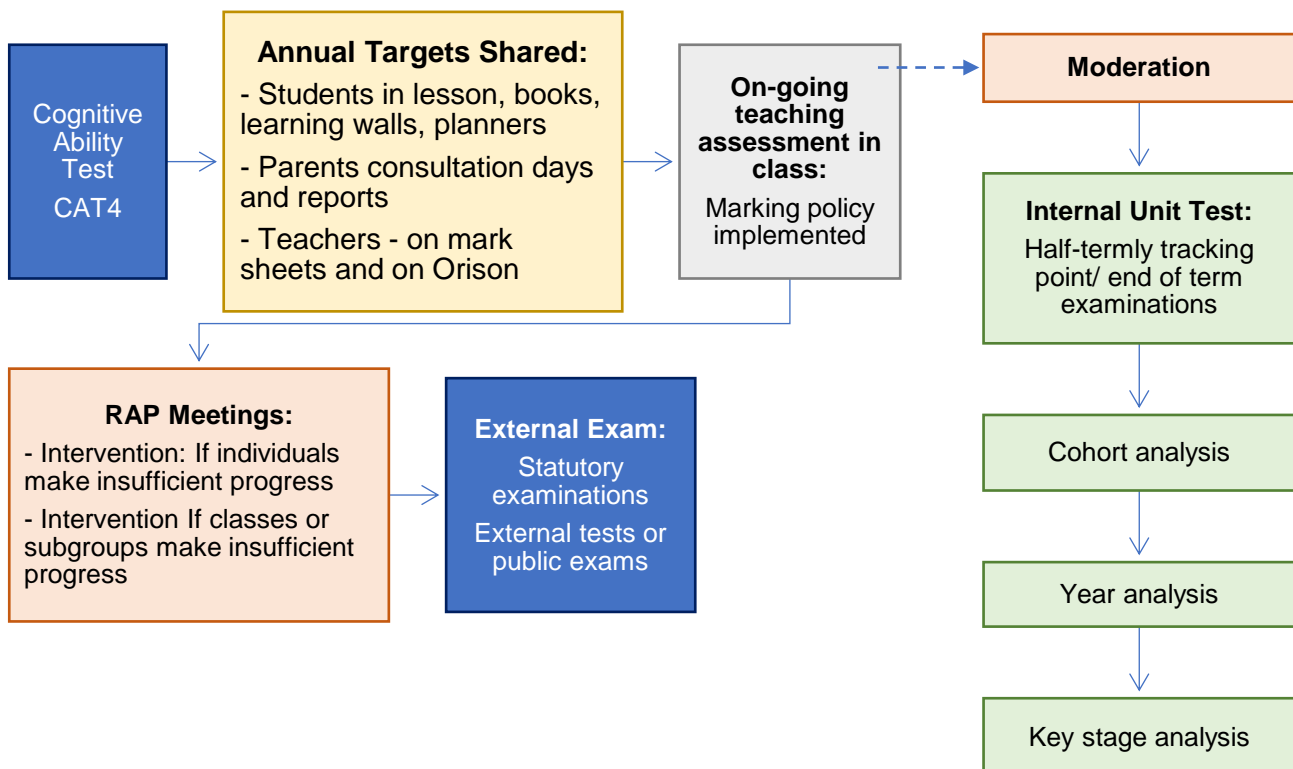
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ascertained. The school takes every precaution to ensure that all assessment information is accurate. All teachers have access to this information and use it to evaluate the effectiveness of the curriculum and their teaching. Whole school and individual targets are set and students' performance is monitored to ensure students are meeting short and long term targets.

- ✓ Teachers have an excellent knowledge and understanding of individual students' strengths and areas of development.
- ✓ When teachers assess students' work and mark their books, their comments are constructive in helping students know what their next steps should be. Students use assessment criteria to evaluate their own and each other's work and to identify the next steps. Informal assessment during lessons through, for example, questioning by teachers, adds to the overall view of students' attainment and progress.
- ✓ Staff also use the analysis of data to plan lessons and address the individual learning needs of all students. Students and parents are regularly involved in well-judged target setting procedures which help clarify learning goals for each student.

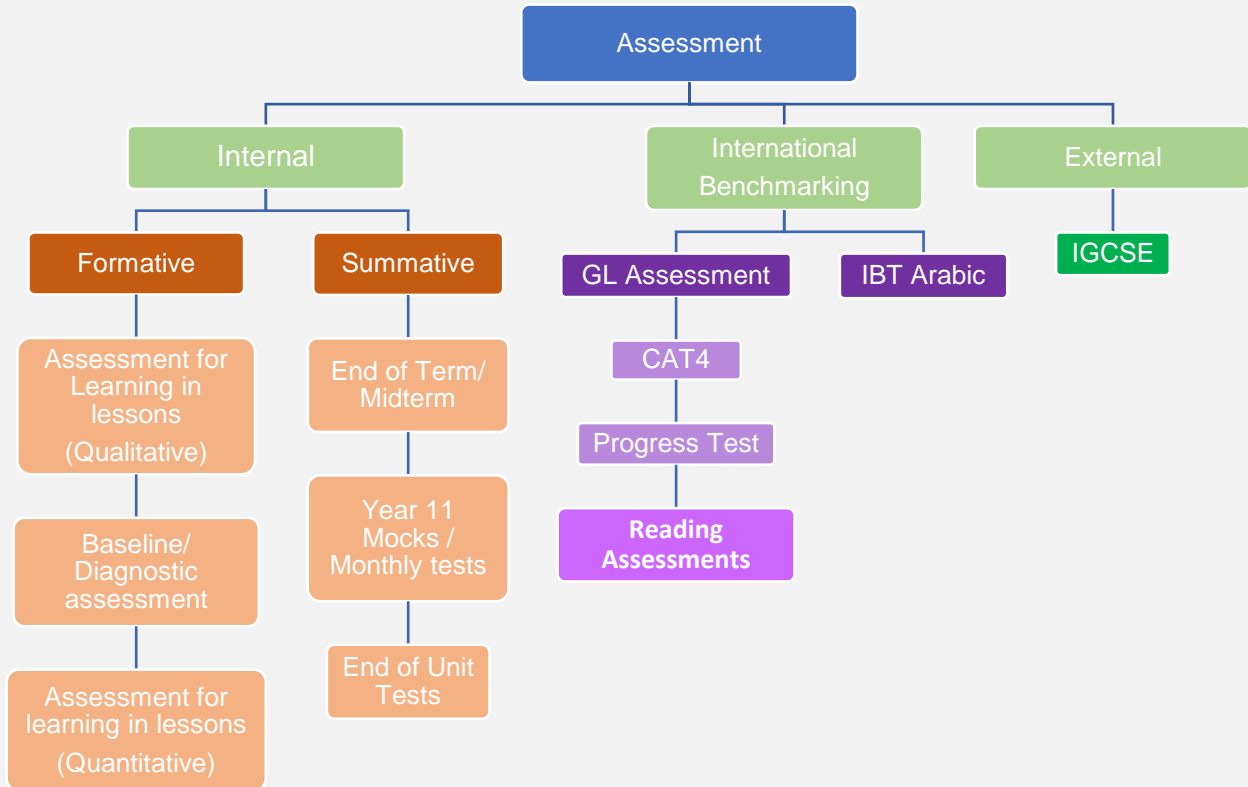
Assessment Approaches

Assessment is an integral part of teaching and learning and is inextricably linked to our curriculum. We implement the following broad comprehensive forms of assessment: Formative and summative assessment and internationally standardised, external summative assessment.





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Internal Assessment

Assessment of our students' academic progress takes many forms depending on the discipline, the teacher, the grade level, and the individual. However, internal assessments can either be formative or summative.

Stage	Internal Assessment
FS2	<p>EYFS Profile:</p> <p>1 = Indicates a pupil who is at the 'emerging' level at the end of the EYFS</p> <p>2 = Indicates a pupil who is at the 'developing' level at the end of the EYFS</p> <p>3 = Indicates a pupil who is at the 'secure' level at the end of the EYFS</p>
Years 1-10	<p>Working Towards (WT): Less than 60% of the end of year expectations have been achieved</p> <p>Working In-line (WI): Between 60% and 69% of the end of year expectations have been achieved</p>



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	<p>Working Above (WA): Between 70% and 100% of all the end of year expectations have been achieved and the child is able to use and apply their knowledge and skills confidently</p> <ul style="list-style-type: none"> • Each band is further divided into four competency levels with Emerging being the lowest & Embedded the Highest. • The Competency level within the attained grade is in the following order. <p style="text-align: center;">Emerging à Developing à Secure à Embedded</p> <ul style="list-style-type: none"> • The Level of Competency is awarded in all subjects except Art, Moral Education & Physical Education • Grade to attain a Pass is 40% for all subjects except Ministry Subjects (Arabic, Islamic, MSC), where a Pass is 50%
<p>Year 11</p>	<p>International IGCSE Assessment Standards:</p> <p>IGCSE Grades: A*, A, B, C, D, E, F, G, U</p> <p>The student will pass five (5) courses in the ordinary level (IGCSE) with one of the following grades: (A * A.B.C.D.) including the following subjects: - Mathematics - A subject of science (Physics, Chemistry, Biology) subjects and English language.</p>

Formative

Teachers will formatively assess students on each learning objective taught throughout the year. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. Formative assessments allow for:

- Students identify their strengths and weaknesses and target areas that need work.
- Teachers to recognise where students are struggling and address problems immediately.

Students will be given one of the following learning objective competency levels:

- Embedded (highest **á**)
- Secure
- Developing
- Emerging (lowest **â**)



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Competency levels are decided for every curriculum standard, skill or learning objective. The purpose of this assessment is to identify the individual learning gaps of each student so that lessons can be personalised towards the learning needs of all students. These competency levels are decided through teacher's judgment, taking into account data from the following assessment types:

- **Work Scrutiny:** Teachers are expected to regularly mark students' work, assessing their level of understanding of each age-appropriate curriculum standards as per the school's marking policy
- **Prior knowledge/baseline assessments:** Where appropriate, at the start of every term and lesson, teachers carry out an assessment to inform their planning to ensure that all students are adequately supported and challenged
- **Classroom AFL:** As part of their daily teaching practice, teachers assess the students' knowledge, skills and understanding regularly throughout each lesson. Based upon the outcome of this assessment, students are placed in appropriate pathways to reach their intended learning outcomes. Lesson planning are adjusted to effectively support the learning needs of all individual students for that class
- **Self and Peer Assessment:** To strengthen students' learning skills, they are expected to assess their own work as well as that of their peers. To support students to do this effectively, teachers should provide rubrics or guidance for them to assess against the success criteria for that lesson

Summative

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against curriculum standards taught over a period of time. Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent courses. Summative assessments will:

- Take the form of a written test/exam or project with a clear rubric
- Be taken under controlled conditions
- Be graded by the teacher
- Be linked to the curriculum objectives
- Contribute to a students' termly report grade

Please see [Mark Distribution](#) for weightage of End of Year (EOY) grade for each year group.



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External Assessment

External assessment dates are released annually by the examination board.

Stage	Year	External Assessment
KS4	Year 11	IGCSE

For more information on the exam board and assessment dates, please click on the link below that will take you to

[CAIE Qualifications](#)

Benchmark Assessment

Benchmark Assessments against international benchmarks are used to compare the attainment of Al Sadiq students to other international UK curriculum school students.

The following table illustrates international benchmarking assessments at Al Sadiq:

Stage	Year	Benchmark Assessment
FS	FS2	Internal baseline assessments
KS1	Year 1	CAT4 assessments
	Year 2	GL Progress Tests
KS2	Year 4	CAT4 assessments GL Progress Tests
	Year 5	CAT4 assessments GL Progress Tests PIRLS (every 5 years – 2026) TIMSS (every 4 years – 2023)
	Year 6	CAT4 assessments GL Progress Tests
KS3	Year 7	CAT4 assessments GL Progress Tests
	Year 8	CAT4 assessments GL Progress Tests
	Year 9	CAT4 assessments GL Progress Tests TIMSS (every 4 years – 2023)
KS4	Year 10	CAT4 assessments GL Progress Tests
	Year 11	CAT4 assessments PISA/PBTS (15 year olds)



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External Assessments						
Key Stage	Year Group	Benchmark Assessment		Key Stage	Year Group	Benchmark Assessment
FS	FS2	N/A			Year 7	Reading Assessment CAT4 IBT Arabic GL Progress Tests
KS1	Year 1	Phonics Screening Test		KS3	Year 8	Reading Assessment CAT4 IBT Arabic GL Progress Tests
	Year 2	Reading Assessment KS1 SATS CAT4 GL Progress Tests			Year 9	Reading Assessment CAT4 IBT Arabic GL Progress Tests TIMSS (every 4 years)
KS2	Year 3	Reading Assessment CAT4 GL Progress Tests		KS4	Year 10	Reading Assessment CAT4 IBT Arabic GL Progress Tests
	Year 4	Reading Assessment CAT4 IBT Arabic GL Progress Tests Multiplication Test			Year 11	Reading Assessment CAT4 IBT Arabic GL Progress Tests PISA/PBTS (15 years old) IGCSE Assessments
	Year 5	Reading Assessment CAT4 IBT Arabic GL Progress Tests PIRLS (every 5 years) TIMSS (every 4 years)				
	Year 6	Reading Assessment KS2 SATS CAT4 IBT Arabic GL Progress Tests				



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Internal Summative Assessments

Key Stage	Subject	Year Group	Assessment
FS		FS2	Baseline Assessment
KS1 & KS2	English	1 – 6	End of Unit Writing Assessment End of Term 1, 2 & 3 – Fiction / Non-Fiction Comprehension, Spelling, Punctuation and Grammar
KS3		7-9	Mid Term Assessments End of term assessments
KS4		10 & 11	Year 10 -Mid Term Assessments Year 10 -End of Term Assessments Year 11- Monthly Test Year 11 Mock Examinations
KS1 & KS2	Maths	1-6	End of Block Tests End of Term 1, 2 & 3 Reasoning and Arithmetic Paper
KS3		7-9	Mid Term Assessments End of term assessments
KS4		10 & 11	Year 10 -Mid Term Assessments Year 10 -End of Term Assessments Year 11- Monthly Test Year 11 Mock Examinations
KS1 & KS2	Science	1-6	End of Unit Tests End of Term Assessment
KS3		7-9	Mid Term Assessments End of term assessments
KS4		10 & 11	Year 10 -Mid Term Assessments Year 10 -End of Term Assessments Year 11- Monthly Test Year 11 Mock Examinations
KS1 & KS2	Arabic	1-6	Mid Term Assessments End of Term Assessments
KS3		7-9	Mid Term Assessments End of Term Assessments
KS4		10 & 11	Year 10 -Mid Term Assessments Year 10 -End of Term Assessments Year 11- Monthly Test (IGCSE) Year 11 Mock Examinations (IGCSE) Year 11 – Class Test Year 11-End of Term Assessments
KS1 & KS2	Islamic	1-6	Mid Term Assessments End of Term Assessments
KS3		7-9	Mid Term Assessments End of term assessments
KS4		10 & 11	Year 10 -Mid Term Assessments Year 10 -End of Term Assessments



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			Year 11- Class Test & Quran Oral Year 11-End of Term Assessments
KS1 & KS2	Humanities	1-6	Mid Term Assessments End of Term Assessments
KS3		7-9	Mid Term Assessments End of term assessments
KS1 & KS2	MSCS	1-6	Project based task Mid Term Project based task End of Term
KS3		7-9	Project based task Mid Term Project based task End of Term
KS4		10 & 11	Year 10 -Mid Term Assessments (Project work) Year 10 -End of Term Assessments Year 11 -End of Term Assessments (Project work)
KS1 & KS2	ICT	1-6	Practical project task Mid Term Practical project task End of Term
KS3		7-9	Mid Term Assessments End of Term Assessments
KS4		10 & 11	Year 10 -Mid Term Assessments Year 10 -End of Term Assessments Year 11- Monthly Test Year 11 Mock Examinations
KS4	Accounting/Economics	10 & 11	Year 10 -Mid Term Assessments Year 10 -End of Term Assessments Year 11- Monthly Test Year 11 Mock Examinations
KS4	Business studies	10 & 11	Year 10 -Mid Term Assessments Year 10 -End of Term Assessments Year 11- Monthly Test Year 11 Mock Examinations



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Continuous Assessments (Per Term)

Year Group	English	Math	Science	Arabic	Islamic
1	Spelling Test (1x2) Listening Test (1x2) Reading Comprehensions (1x2) (Fiction/Nonfiction)	Mental Math Test (1x2) Class test (1 x 2)	Class test (1x2) Working scientifically(1x1) Project/Scientific Investigation(1x1)	Reading test Writing test Listening test Spelling test (weekly)	Pillars of Islam Poem (1x1) Class quiz (1x1) Quran Oral (1x1)
2	Spelling Test (1x2) Listening Test (1x2) Reading Comprehensions (1x2) (Fiction/Nonfiction)	Mental Math Test (1x2) Class test (1 x 2)	Class test (1x2) Working scientifically(1x1) Project/Scientific Investigation(1x1)	Reading test Writing test Listening test Spelling test (weekly)	Class quiz(1x1) Test/Research work on Prophet Story (1x1) Quran Oral (1x1)
3	Spelling Test (1x2) Listening Test (1x2) Reading Comprehensions (1x2) (Fiction/Nonfiction)	Mental Math Test (1x2) Class test (1 x 3)	Class test (1x2) Working scientifically(1x1) Project/Scientific Investigation(1x1)	Reading test Writing test Listening test Spelling test (weekly)	Class quiz(1x1) Class Test (1x1) Quran Oral (1x1)
4	Spelling Test (1x2) Listening Test (1x2) Reading Comprehensions (1x2) (Fiction/Nonfiction)	Mental Math Test (1x2) Class test (1 x 3)	Class test (1x2) Working scientifically(1x1) Project/Scientific Investigation(1x1)	Reading test Writing test Listening test Spelling test (weekly)	Class quiz(1x1) Class Test (1x1) Quran Oral (1x1)
5	Spelling Test (1x2) Listening Test (1x2) Reading Comprehensions (1x2) (Fiction/Nonfiction)	Mental Math Test (1x2) Class test (1 x 3)	Class test (1x2) working scientifically (1x1) research work(1x1)	Reading test Writing test Listening test Spelling test (weekly)	Class quiz(1x1) Class Test (1x1) Quran Oral (1x1)
6	Spelling Test (1x2) Listening Test (1x2) Reading Comprehensions (1x2) (Fiction/Nonfiction)	Mental Math Test (1x2) Class test (1 x 3)	Class test(1x2) working scientifically (1x1) research work(1x1)	Reading test Writing test Listening test Spelling test (weekly)	Class quiz(1x1) Class Test (1x1) Quran Oral (1x1)
7	Reading 2x 3 (Fiction / Non-Fiction Comprehension + SPAG) Writing 2x3 Listening 2x3	Mental Math Test (1x2) Class test (1 x 3)	Class test (1x2) Working Scientifically (1x2) Research Work (1x1)	Reading test Writing test Listening test	Class Test (1x1) Research Work from Seerah (1x1) Quran Oral (1x1)



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	Speaking 1x3 Spelling (Weekly)				
8	Reading 2x 3 (Fiction / Non-Fiction Comprehension + SPAG) Writing 2x3 Listening 2x3 Speaking 1x3 Spelling (Weekly)	Mental Math Test (1x2) Class test (1 x 3)	Class test (1x2) Working Scientifically (1x2) Research Work (1x1)	Reading test Writing test Listening test	Class Test (1x1) Research Work from Seerah (1x1) Quran Oral (1x1)
9	Reading 2x 3 (Fiction / Non-Fiction Comprehension + SPAG) Writing 2x3 Listening 2x3 Speaking 1x3 Spelling (Weekly)	Mental Math Test (1x2) Class test (1 x 2) Project/research work (1x1)	Class test (1x2) Working Scientifically (1x2) Research Work (1x1)	Reading test Writing test Listening test	Class Test (1x1) Research Work from Seerah (1x1) Quran Oral (1x1)
10	Reading 2x3 Writing 2x3 Listening 2x3 Speaking 1x3 Spelling (Weekly)	Mental Math Test (1x2) Class test (1 x 2) Project/research work (1x1)	Physics, Chemistry, Biology - Class test (1x2) Working Scientifically (1x2) Research/project Work (1x1)	Reading test Writing test Listening test	Class Test (1x1) Research Work from Seerah (1x1) Quran Oral (1x1)

Year Group	Humanities	MSCS	ICT	MFL
1	Class Quiz (1x3) SAQs (1x2) Class Project (1x3)	NA	Practical task (1x2)	N/A
2	Class Quiz (1x3) SAQs (1x2) Class Project (1x3)	Class Quiz (1x3) Application/Problem solving based questions (1x2) Class Project (1x3)	Practical task (1x2)	N/A
3	Class Quiz (1x3) SAQs (1x2) Class Project (1x3)	Class Quiz (1x3) Application/ Problem solving based questions (1x2) Class Project (1x3)	Practical task (1x2) Class Quiz(1x1) Theory test(1x1)	1 x Spelling test 1 x Compression 1 x Grammar test



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4	Class Quiz (1x3) SAQs (1x2) Class Project (1x3)	Class Quiz (1x3) Application/Problem solving based questions (1x2) Class Project (1x3)	Practical task (1x2) Class Quiz(1x1) Theory test(1x1)	1 x Spelling test 1 x Compression 1 x Grammar test
5	Class Quiz (1x3) SAQs (1x2) Class Project (1x3)	Class Quiz (1x3) Application/Problem solving based questions (1x2) Class Project (1x3)	Practical task (1x2) Class Quiz(1x1) Theory test(1x1)	1 x Spelling test 1 x Compression 1 x Grammar test
6	Class Quiz (1x3) SAQs (1x2) Class Project (1x3)	Class Quiz (1x3) Application/Problem solving based questions (1x2) Class Project (1x3)	Practical Task(1x2) Class Quiz (1x 1) Theory test (1x1)	1 x Spelling test 1 x Compression 1 x Grammar test
7	Class Quiz (1x3) SAQs (1x2) Class Project (1x3)	Class Quiz (1x3) Application/Problem solving based questions (1x2) Class Project (1x3)	2 x practical test 1x Theory Class test 1 x Application based questions.	1 x Spelling test 1 x Compression 1 x Grammar test
8	Class Quiz (1x3) SAQs (1x2) Class Project (1x3)	Class Quiz (1x3) Application/Problem solving based questions (1x2) Class Project (1x3)	2 x practical test 1x Theory Class test 1 x Application based questions.	1 x Spelling test 1 x Compression 1 x Grammar test
9	Class Quiz (1x3) SAQs (1x2) Class Project (1x3)	Class Quiz (1x3) Application/Problem solving based questions (1x2) Class Project (1x3)	2 x practical test 1x Theory Class test 1 x Application based questions.	1 x Spelling test 1 x Compression 1 x Grammar test
10		Class Quiz (1x3) Application/Problem solving based questions (1x2) Class Project (1x3)	Physics, chemistry, Biology 2 x practical test 1x Theory Class test 1 x Application based questions.	1 x Spelling test 1 x Compression 1 x Grammar test

Continuous Assessments (Per Term)

Year Group	Accounting	Business studies	Economics
10	Class test (1x3)	Class test (1x3) Presentations (1x1) Case study (1x1)	Class Test (1x3) Data Response(2x3)

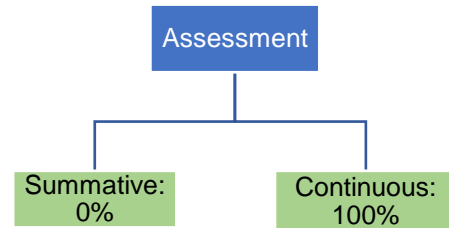


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Mark Distribution

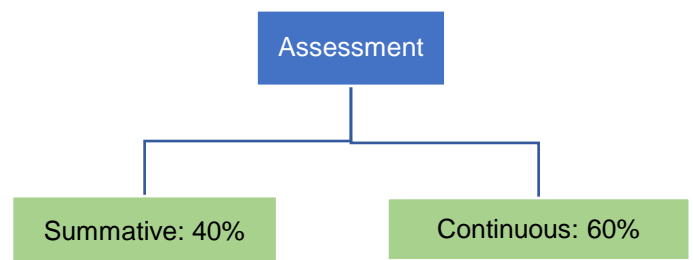
Foundation Stage

- Foundation students' End of Term/ Year grade will be decided by achievements made entirely from formative assessments.



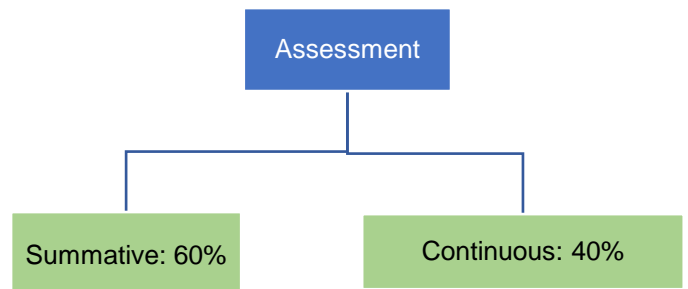
Years 1 – 2

- Year 1 and 2 students' End of Term/ Year grade will be calculated from a combination of summative and continuous assessments. 40% Summative and 60% Continuous



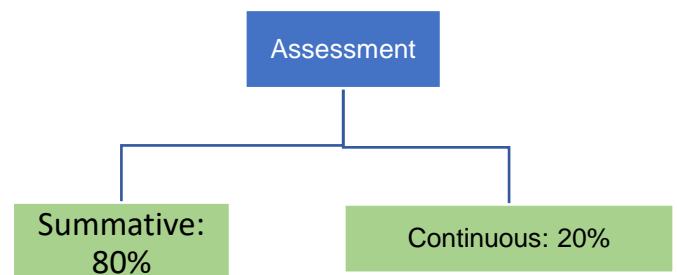
Years 3 – 6

- Year 3 to 6 students' End of Term/ Year grade will be calculated from a combination of summative and continuous assessments. 60% summative and 40% formative assessments.



Years 7 – 10

- Year 7 to 10 students' End of Term/ Year grade will be calculated from a combination of summative and continuous assessments. 80% summative and 20% formative assessments.



Year – 11 IGCSE Subjects: The reporting is done as per the percentage uniform mark range provided by the Cambridge Assessments International Education



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Moderation

Moderation is a process separate from the marking of assessments, which ensures that an assessment outcome (eg mark and / or grade) is fair, valid and reliable, that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed.

Scrutiny of Question Papers:

Question papers are scrutinised for all summative assessments. Papers, along with marking schemes will be sent to all Heads of Department for their consideration and comment. The purpose of scrutiny is to help ensure that the curriculum outcomes for the Term are assessed.

The papers are checked for the following:

- Are standardised questions used?
- Do the questions unambiguously communicate the examiner's intentions?
- Are the questions completable in the time allotted?
- Is the marking scheme sufficiently detailed to allow efficient and consistent marking?
- Does the examination fairly cover the material examined?
- Are there any technical errors?
- Could the writing style be improved?

Recommendations, if any, will be incorporated and the final approved copy will be sent for print.

Moderation of marking:

Pre-marking moderation:

A sample of the 3 answer scripts representing the different ability groups are marked individually by the teachers. The moderator reviews these samples and the team concludes the mark scheme is applied consistently and any discrepancy is addressed.

Post-marking moderation:

4 papers are selected at random from all teachers. Buddy teachers will then remark the papers to check the mark scheme has been applied consistently by that teacher. If any discrepancies arise the whole batch of papers will be remarked. Cross-checking for accuracy in following the marking scheme is ensured by the moderator.



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Setting Targets

Target-setting is the means by which we identify specific and SMART goals that help to improve the standards achieved by all our children. Targets may relate to individual students, groups of students within classes, or whole cohorts of students and decides that students' individual flight path for a certain topic, unit or period of time (half-term/ full term).

Targets are set for students using all available assessment data; formative, summative, international benchmark and CAT4 assessments. The targets set are aspirational and challenging, but realistic, and take into account each student's starting point and ability. With these core principles in mind, the targets we set:

- Challenge all students to do better
- Set high expectations for all
- Take into account each student's starting point for learning
- Encourage students to discuss and review their progress with teachers regularly
- Involve parents in their children's learning
- Lead to more focused teaching and learning and inform the planning process
- Help us to make judgements about how well our school is doing when compared to similar schools

Teachers also use the Formative assessment tracker to provide students with competency levels for each assessed curriculum strand, skill or learning objective. This information will then allow teachers to identify learning gaps of individual students and establish unique learning paths to enable each student to achieve/ extend their understanding on identified learning objectives.

Targets:

- Targets are discussed with students and then recorded in student notebooks/folder
- Parents are informed about their child's termly targets during Parent-Teacher meetings.
- After each summative assessment, student flight path is used to ensure all students are on track to meet/exceed their target by the end of the academic year



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Measuring Progress (Internally)

Internal assessments are designed to test increasingly demanding conceptual knowledge, understanding and skills from one year to the next. Therefore, students make progress over time, if their level of attainment in summative assessments is maintained or improves during that time.

The table below refers to the attainment band in reference to curriculum standards:

Attainment Band	Working Above (WA)			Working In-line (WI)	Working Towards (WT)		
Grade	A*	A	B	C	D	E	U
Range (%)	90 – 100	80 – 89	70 – 79	60 – 69	50 – 59	49 – 40	Below 40

Each Attainment Band is further divided into four competency levels with Emerging being the lowest and Embedded being the highest.

The Competency Level within the Attainment Band is in the following order:



Better than Expected Progress

A student has made above expected progress if they move up **4 or more competency levels**.

For example:

- Start of Year: Grade B (Emerging)
- End of Year: Grade A (Emerging)

Moving up a grade level (Grade B to Grade A) indicates **Better than Expected Progress**.

Expected Progress

A student has made expected progress if he/she moves **3 competency Levels**. If a student's attainment remains at the same level over a full academic year, then that student is said to have made expected progress over that full year.

Example:

- Start of Year: Grade B (Emerging)
- End of Year: Grade B (Embedded)

Although the student stayed within the same Attainment Grade (Grade B to Grade B), **Expected Progress**.



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Below than Expected Progress

A student has made less than expected progress if they progress by less than **3 competency levels**.

For example:

- Start of Year: Grade B (Emerging)
- End of Year: Grade C (Developing)

Moving down a grade level (Grade B to Grade C) indicates **Below than Expected Progress**.

Measuring Progress (Externally)

Progress: Children/students make progress over time, if their level of attainment in summative assessments is maintained or improves during that time. This assumes that these assessments are designed to test increasingly demanding conceptual knowledge, understanding and/or skills from one year to the next.

Students making expected progress: If a student's attainment remains at the same level over a full academic year, (e.g. grade B to grade B or Stanine 5 to Stanine 5 etc.) then that student is said to have made expected progress over that full year.

Students making better than expected progress: If over a full academic year, a student's attainment increases (e.g. grade B to grade A or Stanine 3 to Stanine 5 etc.) then that student has made better than expected progress over that full year.

A cohort making acceptable or better progress: The extent to which a student cohort (grade/year/EAL group etc.) is considered to be making acceptable, good, very good or outstanding progress will depend upon the proportion of these individual students (or groups) that are making expected or better than expected progress, in a similar manner to how we evaluate whether a cohort is attaining (1.1) at an acceptable or better level.

1.2.1 Progress of students, including students of determination, against their starting points and over time: Judgements will be based upon reviewing secure and validated data for both internal and external assessments, including N.A.P. data.

1.2.2 Progress in lessons: Judgements will be based upon the progress seen in lessons in relation to appropriate learning objectives where these are aligned with the expected, grade/age-appropriate curriculum standards. Evidence for this element will also be drawn from evaluation of work in books and other media (evaluated during lessons where possible).

1.2.3 Progress of different groups of students: Judgements will be based on the proportion of students in different groups (as identified in the *UAE Inspection Framework 2015/16*) that are making expected or better than expected progress, over time.



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Tracking Progress

Progress is carefully monitored each and every lesson both formatively and summatively so as to quickly identify learning gaps and inform teaching and learning to effectively support and challenge students depending on their individual learning needs. Tracking is carried out using the following forms:

- **Formative Assessment Tracker:** This tracker shows each student's competency level against each learning objective. Learning gaps are identified and curriculum modifications are made to ensure the learning needs of all students are met.
- **Summative Assessment Tracker:** This tracker collates all quantitative grades for each summative assessment. Summative assessment data is analysed to identify individual needs of students and targeted intervention is implemented. Data analysis is used to ensure students are sufficiently supported and challenged within all lessons.

Grade Reporting to Parents

Reporting of student progress to parents includes the following:

Foundation Stage & Primary

Name of Report	Frequency of Report
End of Term Report Card	End of Term 1, 2 & 3

Secondary

Name of Report	Frequency of Report
End of Term Report Card (Year 7 – 10)	End of Term 1, 2 & 3
Year 11 Monthly Test	October 2022 February 2023
Year 11 Mock Report Card	Mock 1: Beginning of January 2023 Mock 2: End of March 2023

Raising Attainment & Progress (RAP) Meetings:

- RAP meetings occur every half-term to discuss the progress and attainment of individual and cohorts of students.
- Teachers plan intervention to support individual students who are not making expected progress

Inclusion

Students of Determination are effectively supported to ensure they are given equal opportunity to access the curriculum through teaching and learning, and assessments practices:



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- Access accommodations and/or modified papers are provided in line with the student IEPs
- Access arrangement is provided to students sitting external examinations subject to approval from relevant examination board
- Inclusion department completes weekly progress checks to evaluate the effective use of IEPs in class, progress made against identified targets and setting out and identifying next targets

Marking

Effective marking and feedback is integral to good teaching and learning. By empowering students to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

- ✓ Inform the student what they have done well and what they need to do to improve
- ✓ Support student confidence and self-esteem in learning - contributing to accelerated learning
- ✓ Support teachers' assessment knowledge of each student as part of assessment for learning procedures, in order to plan and refine next steps in learning
- ✓ Develop consistent processes across the school to teach students to respond to feedback, self-assess and evaluate their own learning

Light marking of work – weekly:

Acknowledging and recognising achievement/completion of a task through **green pen** ticks, stamps/stickers of praise or acknowledgement.

Self/Peer Assessment – weekly:

Students take responsibility in marking their own or a peer's work in a coloured pencil (primary)/coloured pen (secondary), other than green, with set criterion provided by the teacher. Teachers must acknowledge the self/peer assessment, by highlighting, to indicate where progress has been made.

Students are encouraged to assess their own work using the literacy proofreading code – **CUPS** – Capital Letters, Underline, Punctuation, Spelling; to ensure grammar, spelling and paragraph structure are improved.



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Diagnostic Marking:

Where thorough feedback is given on attainment against a set of objectives; success criteria is given and response from pupils is required to strengthen the teaching and learning process in order to deepen and accelerate learning. When given feedback to students the teacher must consider:

- Does feedback inform the pupil what they have done well and what they need to do to improve?
- Relate to planned learning objectives, success criteria or assessment criteria?
- Can feedback be read clearly and understood?
- Does feedback indicate a next step/improvement in learning?

Thus, the ASIES written feedback must be in **green pen** reflecting the **SIR** format. When marking students' work, teachers must identify **Strengths (S) and Improvements (I)**, focusing on students' achievement of learning objectives, outcomes and success criteria, which should include advice and a requested action by the teacher that leads to a student **Response (R)**. A subsequent teacher response to the student response might be necessary and a written dialogue might even begin.

- Comments should be written in student friendly language with a clear and legible hand.
- Students must use written feedback to reflect on the strengths and weaknesses of their work, identifying ways in which they can improve.
- Students should provide a comment underneath the teacher comment to show their reflection ('Response') on the feedback.

Marking Code:

It is essential for students to know that a marking code is applied in all subjects. This ensures uniformity and consistency across all curriculum areas. Through clear expectations of marking, students and teachers will benefit from picking up any inconsistency in the work. It is imperative as teachers that we indicate any literacy errors the student makes in a piece of writing.

The teachers must use the following marking code is adhered too; and/or incorporated in the subject/department marking policy.



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General Marking Code	
✓	Acknowledgement of completed task against objectives
✓✓	Excellent example of completed task against objectives
??	Reword the sentence
e.g.	Provide examples
^	Provide the missing letter/word
Literacy Marking Code	
U	Underline
T	Correct the tense indicated with a circle
P	Correct the punctuation indicated with a circle
Sp	Correct the misspelt word indicated with a circle in the margin
NP	Start a new paragraph
NL	Start a new line
I	Incomplete work
C	Capital letter error
VF	Verbal feedback given

The marking code/subject marking which incorporates the ASIES marking code must be placed in every student's notebook and visible in the classroom.