



Assessment & Reporting Policy

Policy Created	September 2024
Policy Review date	August 2025

This policy has been adopted by the Creative British School Principal and board of Governors

Signed Principal: Mr. Phillip Morris

A handwritten signature in black ink, appearing to read "P.M.", is placed over the printed name of the principal.

Date: 01-09-24



Policy Statement

CBS believes that assessment is at the heart of effective teaching and learning. Good assessment creates an environment whereby staff can plan and design lessons that both match student's abilities but also establishes an environment of continuous challenge and extension.

In line with the ADEK Assessment policy we value our internal teacher generated data, Standardised Benchmark assessments (GL PT), international assessments (TIMSS, RISA, PIRLS) and our Cambridge board exams for iGCSE and A-levels. These assessments help us as teachers to establish an accurate picture of each student and ensure their unique needs are met.

This policy applies to the whole school from FS2 to Year 13, however requirements vary according to the year group. Where assessments are year group specific it will be clearly noted. Otherwise the policy should be assumed to apply to all year groups.

Policy Aim

Effective Assessment, recording and reporting will:

Enhance the learning of our pupils:

- Assessment actively involves the pupils in their learning through discussion, provision of information about progress and ensuring pupils are aware of the purposes of teaching.
- Assessment motivates the pupils through success/ achievement.
- Assessment highlights strengths and areas for development together with strategies to manage them.
- Assessment provides reliable and credible information to support continuity and progression in the learning process.
- Assessment provides valid information to assist with setting individual student targets.

Aid teachers in evaluating their teaching:

- Assessment indicates strengths and areas for development in the teaching programme (content)
- Assessment indicates the next steps in the teaching programme
- Assessment indicates strengths and areas for development in teaching styles and strategies (method and process)
- Assessment identifies pupils who require support or extension

Provide information for:

- Pupils
- Staff
- Parents/Carers
- Assisting transfer to the next class and the next school

- Referral to outside agencies
- The school self-evaluation process

When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement.

Assessment Types

The following are part of the ADEK mandated National Agenda requirements and are taken from their Assessment policy 2024/25. The School will focus on:

- Progression in International Assessments: The School will focus on performance (in particular pupils' progress) in successive international assessments.
- Data Analysis and Curricular Adaptation: The School ensures that data taken from national and international benchmarking tests (GLPT, TIMSS, PISA, PIRLS, NGRT) helps inform curriculum adaptation in order to close any gaps in pupil knowledge and/or skills.
- Improving Reading Skills: The School is dedicated to developing the reading skills of pupils to improve their access to the curriculum and assessments (internal, international, and other). This applies across both English and Arabic curriculum areas.

Standardised Benchmark Assessments (SBA)

Standardised Assessment	Details	Year groups involved	Timeline
GL Progress Tests	Progress tests for English, Maths and Science. Administered annually to focus year groups. Summative assessment	Year 4 to 10 inclusive	May and June
ABT assessments	Islamic, Arabic Language and Social Studies exams. Administered baseline and then termly for progress and attainment.	Year 4 to 10 inclusive	Sep, Nov, Mar and May

ADEK External Assessment Guide Requirements: The External Assessment Guide provides additional guidance and specific requirements for the implementation of SBAs. Any requirements identified in the External Assessment Guide are an extension of this policy and CBS shall ensure compliance to those requirements.

- Student Participation: CBS shall register and administer the mandatory assessments to all students within the target grades as indicated in the table above.
- CBS shall explain to parents the purpose of assessments utilised and how they will be used to inform their child's future learning.
- CBS shall follow up with parents to ensure maximum participation in external assessments. Make-up sessions shall take place to cover any emergency leave.
- Exemption of a student from external assessments requires ADEK approval.

- Administration and Invigilation Protocol: CBS shall follow the assessment administration and invigilation protocols set by the specific exam board, Cambridge.
- Accommodations and Modifications: To enable the equitable participation of all students, schools shall provide adjustments and accommodations for students with additional learning needs (aligned to their individual needs) and multilingual learners (where assessment providers allow for this), in line with the external assessment provider/exam board guidelines and in line with the ADEK and CBS Inclusion Policy.
- Training: CBS shall ensure that staff at all levels are engaged in training on external assessment administration, analysis, and reporting. This training shall include a focus on the use of student-level data to inform instruction and enable staff to support parents and students in understanding results.
- Unique Student Identifiers: CBS shall provide school and student eSIS numbers, to be used as unique student identifiers, to external assessment providers. This will facilitate ease of data integration in ADEK's systems for tracking trends over time.
- Data Sharing Agreements/ Consents: All eligible student SBA data shall be shared with ADEK directly by external assessment providers, and CBS shall sign third-party data-sharing agreements/consents with the providers for this purpose.
- Data Analysis and Utilisation: CBS shall analyse assessment results, set student, subject, and whole-school targets, and devise intervention strategies to close learning gaps and challenge high-performing students. CBS shall continually utilise assessment results to inform their curriculum design and teaching and learning practices.
- Sharing Results with Students and Parents: CBS shall share student internal and external assessment results and/or assessment reports along with school report cards, in line with the ADEK Reporting Policy. CBS shall engage students and parents through direct communications, meetings, and/or training sessions in developing an understanding of assessment results and the next steps for learning.

International Assessments (IA)

International Assessment	Details	Year groups involved	Timeline
PISA	Program for International Pupil Assessment	Selected 15 Year olds in Year 10 and 11	Every 4 years. Next sitting 2025
PIRLS	Progress in International Reading Literacy Study	Year 5	Every 5 Years
TIMSS	Trends in International Mathematics and Science Study	Selected	Every 4 Years

ADEK International Assessments: CBS shall administer all international assessments required by ADEK (e.g., PISA, TIMSS, and PIRLS).

- CBS shall adhere to all requirements issued by ADEK regarding the administration of international assessments.
- CBS shall analyse and review the international assessment school reports and utilize recommendations for school improvement planning and target setting.

- CBS shall engage the whole school community in developing short- and long-term improvement strategies to meet their international assessment targets.

Board Assessments (BA)

International Assessment	Details	Year groups involved	Timeline
iGCSE	Cambridge exam board accredited school	Year 11	May-June Re-sit - Nov
AS level	Cambridge exam board accredited school	Year 12	May-June Re-sit - Nov
A level	Cambridge exam board accredited school	Year 12	May-June Re-sit - Nov

1. CBS shall register all eligible students for board exams, as required, to obtain high school equivalency in accordance with the latest UAE ministerial resolution concerning the system of equivalence of school certificates.
 - CBS shall encourage high-performing students to sit for the highest-level options for their board exams.
 - CBS shall communicate this recommendation to parents and engage with them to encourage students to choose this option.
 - CBS shall document the communication, recommendation, and final decision taken by the student and their parents.
2. CBS will charge parents the fees for board exams for which a student is registered (including an admin fee that covers the processing of documents).
3. Study Leave: CBS will grant study leave for students to prepare for board examinations for a maximum of 4 weeks annually when approved by ADEK. Study leave days shall be marked on the Enterprise Student Information System (eSIS) as online attendance.
 - Schools shall remain open for learning during study leave and shall ensure that adequate support is provided to students who are not taking leave.
4. Examination Leave: CBS will grant examination leave for board (when approved by ADEK) if the student is unable to undertake the examination on school premises.

Teacher Assessment (TA)

Teacher assessment is based on assessment of a much wider range of evidence than the assessments can cover. During the year teachers gather a detailed picture of children's achievements, building on evidence from previous years. This knowledge helps inform planning and teaching. It forms the basis of teacher assessment, which is a judgement independent of the tests. It covers some areas which are not tested, such as Speaking and Listening, and other areas where the tests only offer limited evidence, such as the range of reading and writing.

Opportunities for assessment are incorporated in both medium- and short-term curriculum planning. Examples of teacher assessments that we use are:

- Discussions with an individual or group of children
- Observation of a specific task

- Supervision of a group involved in recording their observations, where specific knowledge is required to fulfil criteria e.g. written work/ computation/ drawings etc
- Listening as pupils report their findings and ideas e.g. in a plenary session.
- Student's practical skills in Science.

Each pupil is assessed in relation to criteria linked to the milestones from the Early Learning Goals, or from the National Curriculum objectives or examination programmes of study.

Evidence required for this assessment process is a selection of the following:

- Work in pupils' books
- Samples of work produced specifically for an assessment
- Records of observations/discussions etc.

Moderation

It is important to agree judgements if our decisions are to be given credence, and accurately reflect, where relevant, external assessment standards. Moderation takes place between relevant staff members continuously and informally, and formally, through subject, year group or departmental meetings. Moderation:

- Ensures that discussions are held between teachers to decide what constitutes evidence of attainment, including teachers from different year groups as relevant;
- Uses exemplification materials, clear criteria guidelines and pre-standardisation as relevant;
- Ensures accuracy and consistency of teachers' judgments about standards.
- Leads to a deeper understanding of success criteria which teachers use to inform their future approaches in the classroom.

Accommodations and Modifications for Assessments

Accommodations and Modifications for Assessments: Students with additional learning needs and others who receive support in lessons shall receive accommodations in and modifications to exams and tests to ensure their "normal way of working" in class mirrors how they will be assessed, in line with the Inclusion Policy.

- CBS shall keep records of the accommodations and modifications required by individual students and ensure that teachers and invigilators have access to these records.
- CBS shall ensure that accommodations and modifications adhere to the regulations and guidelines stated by assessment providers to avoid unfair advantage.
- Where CBS considers that a student would benefit from accommodations and modifications, but the assessment provider states that these are subject to performance on standardised tests, schools shall administer such tests in-house whenever possible. If the required tests are not available in CBS, we shall advise the student's parents of the eligibility criteria and the process for accessing the tests from an external provider.
 - Where CBS is able to administer standardised tests to confirm eligibility in-house, the parents have the right to decline to pay additional fees for this

service, on the understanding that this may impact the accommodations and modifications available to the student.

- o Where the standardised tests are sourced from an external provider, parents have the right to decline to commission this service, on the understanding that this may impact the accommodations and modifications available to the student

Interventions

Designing and Implementing Interventions: CBS shall develop documented learning plans (DLPs) and implement interventions (processes and strategies) that enable the delivery of teaching and learning to maximize opportunities for all students, in line with the Inclusion Policy and the ADEK Educational Risk Policy.

- CBS shall analyse internal and external assessment results to develop tiered interventions that address all student needs and where appropriate, target different groups (e.g., gifted and talented, students at educational risk, and students with additional learning needs), or cater to individual needs.
- When planning and reviewing any individualised intervention, CBS shall involve the student in the process (particularly important for students in Secondary education).
- CBS shall involve relevant internal and external stakeholders (e.g., parents, teachers, relevant specialists) when planning interventions and when identifying appropriate external agencies where further specialist intervention is recommended.
- CBS shall allocate resources to support individuals and groups of students, verifying that teaching staff provide the necessary teaching and learning accommodations and manage allocated resources.

Tracking

We track pupils' progress so we can monitor that all children are making progress from their starting points, celebrate achievement, provide challenge and intervene to support as soon as difficulties become apparent. The systems we use are evaluated to ensure that it is manageable, clear and easy to understand. It is capable of being used effectively by teachers to inform planning for the class, groups and individuals. Our tracking systems are linked to contextual information e.g. EAL, SEN, AG&T, and nationality.

As part of the tracking process we may, where relevant, focus on specific key groups

- Boys
- Girls
- EAL students
- Gifted and Talented
- Emirati
- Arabic as First Language (Native Arabic)
- SEN/POD Students

Tracking is integrated with end of year and end of Key Stage targets. This makes it easier to ensure that targets are informed by pupils' current attainment and past progress monitor progress towards targets.

Children in turn have personalised targets that are shared with them, these are written at the front of their workbooks and indicate what an achievable SMART target - specific, measurable, achievable, realistic will help them to make progress towards reaching and exceeding their potential.

We do not use tests alone to set targets, because some pupils perform less well in tests than in everyday teacher assessment and some are not working at the level of the tests. Consistent use of teacher assessment throughout the school helps to establish and track progress towards targets which are appropriately challenging.

Targets may be set for different group, for example:

- Individual Pupil Targets –They could form the basis of a pupil’s IEP. They are informed and identified by analysis of pupils’ work, discussions with pupils, teacher assessments and test performance. Targets should be SMART - specific, measurable, achievable, realistic (but challenging) and time related. Targets are shared with parents
- Group Target Setting – pupils at similar levels of attainment may be set the same target. Often ‘layered’ targets are used where each group within a class works on a target linked to the same theme, e.g. Time, but at a number of different levels
- Cohort Target Setting – based on analysis of summative and evaluative assessment;
- School Target Setting – based on all the above.

Reporting

The education of pupils in the school is a partnership between pupils, teachers and parents or carers. To support this, regular opportunities, both formal and informal, are provided for the reviewing with parents or carers a child’s progress and attainment.

Transfer and Transition

We have manageable systems and procedures to ensure that as far as possible, there is timely transfer of information between teachers within the school and between schools. We also work hard to support pupils in making successful transitions from class to class within our school.

Therefore, we ensure that teachers:

- Have opportunities to talk through the records together before the pupils transfer.
- Have clear understanding of colleagues’ judgements based on secure moderation procedures.
- Share information about pupils’ progress as they move from one class to the next or to a new school in order to support continuity of learning for all pupils.
- Make good use of the information received at cohort, class and subject level as well as to help determine the provision for groups and individuals.
- Share standardised assessment data comparative to previous and new classes.

Examination Misconduct

Combating Examination Misconduct: CBS will follow the requirements of the Federal Decree Law No. (33) of 2023 Concerning Cheating and Breach of Examination Systems.

- CBS shall educate students about the importance of not cheating and preserving academic honesty at all times.
- CBS shall make sure physical conditions (e.g., proper lighting, sufficient desk spacing) are set up to be conducive to conducting examinations in a credible and transparent manner.
- Exam invigilators shall be trained to carry out their duties professionally and to be able to identify potential cheating occurring.
- Students found to commit examination misconduct shall be subject to the penalties stipulated in the Student Behaviour Policy.
- Anyone other than a student who commits examination misconduct as per Federal Decree Law No. (33) of 2023 Concerning Cheating and Breach of Examination Systems shall be subject to the penalties stipulated therein.
- CBS shall ensure that any examination violations are logged and reported to ADEK and/or Exam board.

Monitoring

For more information on the monitoring processes around assessment please see the teaching and learning policy. Student academic records will be held for a minimum of 5 years both electronically and physically (where copies are held by the school).

Marking and Feedback

For more information on specific marking and feedback practices and expectations please see the separate policy produced.