



DGPS Assessment Policy 23-24

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Motto

Learning Together, Growing Together

Vision & Values

At Dove Green, we are creating a world class British school that promotes a respectful, happy, caring and inclusive community. We strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the wider community, our goal is to create purposeful, enriched opportunities for students that inspire them to become leaders of their own learning and develop the knowledge, critical thinking skills, and character necessary to succeed in an ever-changing world. We are dedicated to providing stimulating learning experiences through an evolving, challenging curriculum, fully reflecting the culture of the UAE and the wider world.

DGPS Way

At Dove Green Private School, we are:

Determined learners

Global thinkers

Positive achievers

Striving for success

Introduction

At Dove Green Private School, we believe that every child has the right to achieve their full potential. No child is 'good' at division or 'not good' at decoding: they simply have or haven't been taught it effectively yet. Assessment is a crucial part of this process.

There are three main types of assessment used at Dove Green Private School:

- Formative
- Internal summative
- Standardised summative

Assessment allows both the teacher and student to monitor progress towards achieving specific learning objectives and can be approached in a variety of ways. Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period.

Purpose of Assessment

This Assessment Policy sets out the key principles behind our assessment system. It is intended to provide all stakeholders with a clear overview of **why, how, and what** we assess as a school.

Why?

- Identify what students know and what they need to learn next
- Inform lesson planning (school/class/group/individual), target setting, information for parents and governors, class management and organisation
- Measure and analyse individual and group progress
- Evaluate the effectiveness of teaching methods and interventions
- Comply with statutory requirements; align the school with national standards in both the UAE and the UK.
- Supporting intrinsic and extrinsic motivation for teachers and students

Assessment Approaches

Formative Assessment:

As a school, we believe that formative assessment (Assessment for Learning – AfL) is at the very heart of high-quality, effective teaching and learning.

For students: to develop keen, ambitious students with a thirst for learning by identifying for them where they need to target their efforts to improve.

For teachers: as reflective practitioners, AfL allows us to identify what a child knows and what they need to learn next. It supports us to provide appropriate support or extension. It supports our evaluation of what is working well in our teaching and what we might need to adapt to ensure appropriate, accelerated student progress.

For parents: it provides us with rich, constructive information to report to parents, providing them with a broad picture of their child's strengths and areas for development across the curriculum.

Summative Assessment:

Summative assessment (Assessment of Learning – AoL) is still a significant contributor to our understanding of students' learning. There are two types of summative assessment:

- **Internal Summative Assessment:**

For students: an opportunity to understand how well they have understood and retained information on a particular topic.

For teachers: an opportunity to evaluate student learning and the impact of their teaching of different concepts and skills. All of this information supports the planning of future teaching and learning.

For parents: to summarise and support the rich information provided by formative assessment and feedback.

For school leaders: to support and verify judgments made through formative assessment. To assist in monitoring the progress and attainment of individuals, classes, year groups and other identified groups within the school. To use this analysis to redeploy resources as required to close gaps.

- **Globally-standardised Summative Assessment:**

For students: reliable comparisons to performance of students nationally and the UK.

For teachers: reliable comparisons to performance nationally and clarity on nationally expected standards for the UAE and/or the UK.

For parents: reliable comparisons as to how their child, and school, are performing against national and/or UK standards.

For KHDA and BSO: to hold us to account and provide information on school's performance and effectiveness relating to the UAE National Agenda and UK standards.

Collecting and Using Data (FS/Primary)

In a growing Primary and Senior school of currently over 600 students, it is essential to have access to appropriate and timely assessment information to provide a strategic overview. In the Foundation and Primary Stage, Learning Ladders is the system used to support this.

Learning Ladders allows staff to focus on formative assessment – recording their judgements regarding what children can do; this is then translated into their level of attainment based on the year-group and the number of statements achieved by a child.

Foundation Stage

In the Foundation stage, the children in FS1 are assessed against the objectives for '3- and 4-year-olds'. In FS2, children are assessed against the objectives for 'Reception'. Rather than being used as tick lists, both of these are used as checkpoints to ensure all children are 'on-track' to meet the Early Learning Goals across the seven areas. This will then enable them to be well-equipped for entering the National Curriculum in Year 1.

In FS, Learning Ladders is used to record teacher judgements each half term. These are backed up by reflective journals written by teachers based on their observations made that half term. All evidence is tracked in books and on seesaw using the seesaw skills.

Primary Stage

Termly teacher judgements are added to Learning Ladders considering the 'Point in Time' approach alongside internal assessments. The assessments used are:

Maths: WhiteRose Maths assessments (end of unit and termly)

Reading: Star Reading standardised assessment (termly)

Science: HeadStart Primary (end of unit)

English Skills (SPAG): Rising Stars assessment (termly)

A Point in Time Assessment (PITA) is a popular non-linear method of tracking attainment and progress. With the PITA approach, students' learning is assessed against the criteria taught to date. Students' achievements are compared against the expected levels of understanding and competencies relative to that 'point in time'. Point in Time Assessments work most effectively when schools have a clear sense of what they expect of their students, and how this changes throughout the year.

We centrally store all assessment results on our 'Student Outcome Forms' where we regularly complete data analysis, triangulation and evaluation. This data, and its subsequent analysis, provides the school with critical insights into the progress of key groups/individuals and the effectiveness of teaching and learning strategies.

Using this information, target children for Reading, Writing and Maths, are identified on a termly basis; the progress of these students is reviewed within termly 'Student Outcome Meetings', led by a member of the Senior Leader Team and attended by the class teacher. The progress of the identified students is discussed and evaluated; subsequent targets are then set and further support is put in place for the student and/or teacher, if expected or better than expected progress has not been achieved.

Individual student targets are also set throughout the year and at the end of each academic year for the following academic year. These end of year targets will be based upon conversations with current and future teachers and analysis of all of the information regarding the child – progress, specific learning needs, home-life etc. All of this will be used to inform aspirational, ambitious targets. None of this will be used as an excuse for lack of progress; it will instead inform thinking as to how to overcome identified barriers to learning.

Primary and Senior School

Each term, we compare our results with the KHDA expectations, using the following boundaries taken from the DSIB inspection framework. Senior school uses a modified 9 to 1 which mirrors the IGCSE and GCSE scales.

Attainment

Acceptable	75% at or above expected level
Good	50% above expected level
Very Good	61% above expected level
Outstanding	75% above expected level

Progress

By the end of the school year, the following levels of progress need to be met for each category:

Acceptable	75% make expected or better progress
Good	50% make better than expected progress
Very Good	61% make better than expected progress
Outstanding	75% make better than expected progress*

**In-line with the KHDA, students maintaining the highest band are making better than expected progress.*

Inclusion

The principles of this assessment policy apply to all students, including those with identified or non-identified barriers to learning.

Assessment is used diagnostically to contribute to the early and accurate identification of a student's barriers to learning and any requirements thereafter for support and intervention. This will include looking at student's CAT 4 scores, class work, IEP targets as well as the results of any screening assessments.

Children who are working significantly below their age-related expectations have their attainment and progress assessed and tracked within Learning Ladders. The frameworks support clear identification of strengths and areas for development of a student and assist in the provision of well-targeted support. Our assessment arrangements also consider progress relative to pupil starting points, and take this into account, alongside the identified barriers of the individual student.

Children/Students who achieve significantly below year expectations, will be identified and subsequently referred to the inclusion team. At this point, a TIP (Teacher Intervention Plan) or IEP will be created to support specific targets.

Identifying More Able Students and Gifted and Talented

We use the below assessment scores to identify more able and gifted and talented students along with teacher judgement.

White Rose Unit Assessment:

15+ out of 20 = Working Above

17+ out of 20 = Working Significantly Above

STAR Reader NRSS:

106-114 = Working Above

115+ = Working Significantly Above

Below (NRSS <85)	Just Below (NRSS 85 – 96)	At (NRSS 97 – 105)	Above (NRSS 106 – 114)	Significantly Above/G&T (NRSS 115+)
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CAT4 Mean Score:

106 = Above Average

121+ = Significantly Above Average (Identification of possible G&T)

HeadStart Primary Assessment (Scaled Score):

115 – 125 = Working Above

125+ = Working Significantly Above

GL Progress Tests:

Stanine 6, 7, 8 = Working Above

Stanine 9 = Working Significantly Above

Rising Stars SPAG Assessment:

15+ out of 20 = Working Above
17+ out of 20 = Working Significantly Above

RWI Spelling

Working on a spelling book from the year-group above = Working Above

Working on a spelling book 2+ year-groups above (or G&T group) = Working Sig. Above

How?

'Assessment is primarily concerned with providing teachers and/or students' feedback information, which they then need to interpret when answering the three feedback questions: Where am I going?, How am I going? and where to next?'

- John Hattie, Visible Learning

Formative assessment is at the heart of our approach to assessment at Dove Green Private School. Formative assessment is carried out continually by all staff. It is important to remember this is a process that everyone is involved in: adult-student; student-adult; student-student. This creates a continuous cycle, which is used to improve whole-school teaching and learning.

'...attention to minute-by-minute and day-to-day formative assessment is likely to have the biggest impact on student outcomes.'

-Dylan Wiliam, Embedded Formative Assessment, p.27

Formative Assessment Expectations (Teachers)*

Before lessons

- Review current attainment on Learning Ladders for particular objectives being taught
- Reflect daily on previously-taught lessons:
 - *Was the pitch appropriate? Who struggled? Why? How can I adapt/scaffold the learning to support them? Who needed more challenge? What is their next step?*
- Use information gained to adapt planning as appropriate for groups/individuals/class

During lessons

- Targeted questioning - fully explore students' understanding and challenge their thinking; this is not a test to see if they have been listening or if they understand.
- Use the information obtained from students' responses to adapt lessons: move on quickly if they are secure; scaffold further if needed; re-group target students if some need extra support.
- Provide immediate feedback - we do not simply reward 'getting it right'; provide feedback on the response (correct or incorrect) and what the next steps are - further challenge or scaffold understanding. We reward perseverance, resilience and an ability to accept failure as central to the learning process, tackling learning with determination and a positive attitude with greater effort.

- Collaborative Talk – give children opportunities to formulate answers and share strategies and ideas with partners. We will listen to these conversations as they can provide invaluable insights into students’ understanding and misconceptions. These conversations are continued throughout the lesson – regular dialogue with children will further inform our understanding of where individuals are and where they need to go next, allowing us to move the learning on at a suitable pace.
- Live Marking and Individual Feedback – Live marking during the lesson will provide immediate information for us and immediate feedback for students to correct misconceptions or to move learners on. Positive-labelled praise will also be used to motivate students in their learning.
- Students will be given opportunities to respond to daily marking during lessons or at another point shortly after i.e. Early Learning, Reading and Intervention sessions.
- Peer/self-assessment – modelled and scaffolded as appropriate to allow all children to reflect meaningfully on their learning; exit notes; whiteboards; think, pair, share:

After Lessons

- Mark work from lesson in accordance with the school’s Feedback and Marking policy – Marking should be purposeful and maximise the progress of individuals; it will provide explicit feedback linked to next steps or misconceptions. It should be appropriately scaffolded to ensure all students can independently access.
- Update class mark books as and when appropriate on Learning Ladders.
- Frequent moderation is strategically planned for by Heads of Years to ensure that a consistent approach is being taken within and across year groups.

**There are many additional strategies that staff will employ to inform understanding of where children are and what their next steps should be.*

Reporting to Parents

At Dove Green Private School, we believe that keeping parents informed of their child’s attainment and progress is essential. Throughout the year, we have termly parent meetings where we discuss attainment and progress as well as reports being sent out to parents.

Primary

CAT4 reports are sent out at the start of the year, a progress report is sent out in February, and the final report is sent out at the end of the academic year in July.

	September	October	February	May	July
Report	CAT4		Progress report		Full Report
Meeting		✓	✓	✓	

Senior School Reporting

	October	October	December	March	May	July
Report	CAT4		Progress report	Progress report		Full Report

Meeting		√	√		√	
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What?

Assessment Overview

Year	Start of Year	End of Term 1	End of Term 2	End of Term 3
FS1	Baseline added to Learning Ladders	Learning Ladders	Learning Ladders	Learning Ladders
FS2	Baseline added to Learning Ladders (for children new to DGPS)	Learning Ladders RWI assessment Big Write	Learning Ladders RWI assessment Big Write	Learning Ladders RWI assessment Big Write
1	RWI assessment Baseline added to Learning Ladders (for children new to DGPS)	Informal class assessments used to inform Learning Ladders RWI assessment Big Write SPaG test White Rose Maths - Arithmetic Science Assessment	Informal class assessments used to inform Learning Ladders RWI assessment Big Write SPaG test White Rose Maths - Arithmetic Science Assessment	Informal class assessments used to inform Learning Ladders RWI assessment Big Write SPaG test White Rose Maths - Arithmetic Science Assessment
2	RWI assessment Baseline added to Learning Ladders (for children new to DGPS)	Informal class assessments used to inform Learning Ladders RWI assessment (as required) RWI Spelling Assessment Standardised STAR Reading Assessment Big Write SPaG test White Rose Maths - Arithmetic White Rose Maths – R & PS Science Assessment Social Assessment Lesson	Phonics Screening (Mid Term) Informal class assessments used to inform Learning Ladders RWI assessment (as required) RWI Spelling Assessment Standardised STAR Reading Assessment Big Write SPaG test White Rose Maths - Arithmetic White Rose Maths – R & PS Science Assessment Social Assessment Lesson	Digital GL Assessment Level 7 (PTE, PTM) Informal class assessments used to inform Learning Ladders RWI assessment (as required) RWI Spelling Assessment Standardised STAR Reading Assessment Big Write SPaG test White Rose Maths - Arithmetic White Rose Maths – R & PS Science Assessment Social Assessment Lesson



3	RWI assessment (as required) PASS GL Progress Tests for children new to DGPS, used to inform Learning Ladders	Informal class assessments used to inform Learning Ladders RWI assessment (as required) RWI Spelling Assessment Standardised STAR Reading Assessment Big Write SPaG test <u>White Rose Maths - Arithmetic</u> <u>White Rose Maths - R & PS</u> Science Assessment Social Assessment Lesson	Informal class assessments used to inform Learning Ladders RWI assessment (as required) RWI Spelling Assessment Standardised STAR Reading Assessment Big Write SPaG test <u>White Rose Maths - Arithmetic</u> <u>White Rose Maths - R & PS</u> Science Assessment Social Assessment Lesson	Digital GL Assessment Level 8 (PTE, PTM, PTS) Informal class assessments used to inform Learning Ladders RWI assessment (as required) RWI Spelling Assessment Standardised STAR Reading Assessment Big Write SPaG test <u>White Rose Maths - Arithmetic</u> <u>White Rose Maths - R & PS</u> Science Assessment Social Assessment Lesson
4	CAT4 PASS Baseline added to Learning Ladders (for children new to DGPS)	Informal class assessments used to inform Learning Ladders RWI assessment (as required) RWI Spelling Assessment Standardised STAR Reading Assessment Big Write SPaG test <u>White Rose Maths - Arithmetic</u> <u>White Rose Maths - R & PS</u> Science Assessment Social Assessment Lesson	Informal class assessments used to inform Learning Ladders RWI assessment (as required) RWI Spelling Assessment Standardised STAR Reading Assessment Big Write SPaG test <u>White Rose Maths - Arithmetic</u> <u>White Rose Maths - R & PS</u> Science Assessment Social Assessment Lesson	Digital GL Assessment Level 9 (PTE, PTM, PTS) Informal class assessments used to inform Learning Ladders RWI assessment (as required) RWI Spelling Assessment Standardised STAR Reading Assessment Big Write SPaG test <u>White Rose Maths - Arithmetic</u> <u>White Rose Maths - R & PS</u> Science Assessment Social Assessment Lesson
5	CAT4 PASS	Informal class assessments used to inform Learning Ladders	Informal class assessments used to inform Learning Ladders	Digital GL Assessment Level 10 (PTE, PTM, PTS)



	GL Progress Tests for children new to DGPS, used to inform Learning Ladders	RWI assessment (as required) RWI Spelling Assessment Standardised STAR Reading Assessment Big Write SPaG test <u>White Rose Maths</u> - Arithmetic <u>White Rose Maths</u> - R & PS Science Assessment Social Assessment Lesson	RWI assessment (as required) RWI Spelling Assessment Standardised STAR Reading Assessment Big Write SPaG test <u>White Rose Maths</u> - Arithmetic <u>White Rose Maths</u> - R & PS Science Assessment Social Assessment Lesson	Informal class assessments used to inform Learning Ladders RWI assessment (as required) RWI Spelling Assessment Standardised STAR Reading Assessment Big Write SPaG test <u>White Rose Maths</u> - Arithmetic <u>White Rose Maths</u> - R & PS Science Assessment Social Assessment Lesson
6	CAT4 PASS GL Progress Tests for children new to DGPS, used to inform Learning Ladders	Informal class assessments used to inform Learning Ladders RWI assessment (as required) RWI Spelling Assessment Standardised STAR Reading Assessment Big Write SPaG test <u>White Rose Maths</u> - Arithmetic <u>White Rose Maths</u> - R & PS Science Assessment Social Assessment Lesson	KS2 Practice SATs in reading, SPaG and Maths Informal class assessments used to inform Learning Ladders RWI assessment (as required) RWI Spelling Assessment Standardised STAR Reading Assessment Big Write SPaG test <u>White Rose Maths</u> - Arithmetic <u>White Rose Maths</u> - R & PS Science Assessment Social Assessment Lesson	KS2 SATs in reading, SPaG and Maths Digital GL Assessment Level 11 Informal class assessments used to inform Learning Ladders RWI assessment (as required) RWI Spelling Assessment Standardised STAR Reading Assessment Big Write SPaG test <u>White Rose Maths</u> - Arithmetic <u>White Rose Maths</u> - R & PS Science Assessment Social Assessment Lesson
7+	CAT4 PASS	Informal class assessments reviewed against CAT4	Informal class assessments End of Year Assessment 9 to 1 reviewed against CAT4	Informal class assessments End of Year Assessment 9 to 1 GL Progress Tests

Adaptations are made to remove any barriers our Students of Determination may face, to ensure they are able to access assessments wherever possible.

UK requirements (Taken from British Schools Overseas: standards for schools)

KHDA requirements (Taken from DSIB School Inspection Supplement 2019-20)

Test	Resources	When	Who	Results
White Rose Maths Assessments	Arithmetic and Reasoning & Problem solving tests – From White Rose website	Half termly	Years 1 – 6	Used to inform Learning Ladders Scores are put onto Pupil Outcome forms.
Rising Stars Progression Framework (RSPF) Spelling, Punctuation and Grammar (SPaG) test	Stored on the OneDrive SPaG Tests	Half termly	Years 2 – 6	Used to inform Learning Ladders Scores are put onto Pupil Outcome forms.
STAR Reading Test	Accessed through Renaissance Place https://ukhosted45.renlearn.co.uk/5988074/default.aspx	Half termly	Years 2 – 6 Year 1 is a transition year. Children who are ready can move to using STAR reading rather than STAR Early Literacy.	Used to inform Learning Ladders Scores are put onto Pupil Outcome forms.
STAR Early Literacy Test	Accessed through Renaissance Place https://ukhosted45.renlearn.co.uk/5988074/default.aspx	Half termly	Year 1s and SEN children unable to access STAR Reading	Used to inform Learning Ladders
Big Write	Topic decided by English Lead	Termly	Years 1 – 6	Used to inform Learning Ladders Scores are put onto Pupil Outcome forms.
No More Marking	Task shared with Year groups by NNM Lead	Yearly	Year 1 - 6	Used to inform Learning Ladders Provides us with a standardised score and a writing age which go onto the Pupil Outcome Forms.
Science Assessments	End of unit assessments ongoing throughout the year.	Half termly (or when	Years 1 – 6	Used to inform Learning Ladders



	End of year tests for each subject used at the end of term 3.	science unit completed)		Scores are put onto Pupil Outcome forms.
Social Studies Assessment Lesson	Created by Teachers	Half termly (or when unit completed)	Years 2 – 6	Used to inform Learning Ladders.
Arabic & Islamic	Diagnostic test Mid term End of term	End of Unit	Years 2-8	Assessment sheets used

Signed:

Print Name: Christopher Seeley

Designation: Principal DGPS

Date: September 2023

Next Review: September 2024