



RAFFLES
INTERNATIONAL
SCHOOL

Towards Excellence

Assessment Guidelines Primary School (Years 1 – 6)

Overview

This document outlines the assessment practice at Raffles International School (RIS) for Years 1 – 6, and should be read in conjunction with our whole school Assessment Policy. These Guidelines contextualize assessment as stipulated by the “Knowledge & Human Development Agency” (KHDA) and provide Year 1 – 6 teachers with the information that they will need to report on their students’ attainment and progress.

Definitions

The following key terms are used throughout this guide:

Achievement – A judgement as to how well students have performed in terms of both their attainment and progress.

Attainment – The level students reach, usually measured by reference to benchmarks including test results and demonstrable acquisition of learning objectives outlined in the school’s curriculum frameworks.

Progress – The gains in learning between two points in time.

Curriculum Standard – A description of the Knowledge, Skills and Understanding (KSU), typically organized into learning objectives, that we expect students to demonstrate per year level at the end of a lesson, unit, term or the academic year.

Curriculum Framework – The Framework is the complete overview of a subject’s learning objectives for the Primary Phase or for Key Stage 2 if the subject is not taught in Key Stage 1.

Learning Ladders – The organization of a subject’s learning objectives by strand allowing teachers to view the progression of related objectives or next-step objectives across the Curriculum Framework. Objectives are written as “I can statements” allowing students to self-evaluate and the teacher to clearly ascertain the attainment of objectives and the overall level of each student.

Starting Point – A student’s initial attainment score obtained commonly from previous and current assessment data.

School inspection & the evaluation of student achievement

In accordance with KHDA parameters, attainment and progress are judged by the percentage of students attaining above, at or below approved Curriculum Standard levels:

Attainment & Progress Judgements					
Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
<=75% Above expected	61-74% Above expected	50-60% Above expected	<=75% In line with expected	>70% In line with expected	>85% In line with expected

KHDA evaluate school attainment by reviewing current and previous internal and external assessment data, and triangulate this information with judgements about the quality of learning evidenced in classrooms and through students' work. Schools are required to self-evaluate and are also inspected on an annual cycle, or approximately every two years if rated Outstanding. Teachers are expected to familiarise themselves with the current School Inspection Framework.

How RIS Primary students' attainment is graded

The grading scale below is used to indicate each student's attainment of the KSU as outlined in each subject's curriculum framework. Criteria outlining students' level against the Curriculum Standard and the acquisition of learning objectives in the Learning Ladders is shown on page 4.

Grading Scale:

Level	Working towards		In line with			Exceeding	
Score	0	1	2	3	4*	5	6

Grading criteria:

Level / Score		Judgement against the curriculum standard	Attainment of learning objectives
Working towards the Curriculum Standard	0	The student has demonstrated very limited or no knowledge, skills and understanding	Few or no learning objectives attained
	1	The student has demonstrated limited knowledge, skills and understanding	A minority of learning objectives attained
Working in line with the Curriculum Standard	2	The student has demonstrated some knowledge, skills and understanding	A large minority of learning objectives attained
	3	The student has demonstrated adequate knowledge, skills and understanding	The majority of learning objectives are attained
	4*	The student has demonstrated an in-depth knowledge, skills and understanding	The large majority of objectives are consistently attained
Exceeding the Curriculum Standard	5	The student has demonstrated knowledge, skills and understanding above expected	A few learning objectives attained above the Curriculum Standard
	6	The student has demonstrated knowledge, skills and understanding well above expected	More than a few learning objectives attained above the Curriculum Standard

* The expected level of attainment by the end of the academic year.

Grading rationale and expected attainment

RIS does not enroll students on the basis of their academic ability – we are a non-selective school. Therefore it may be that a new student starts with us with an attainment level below that of the Curriculum Standard in one or more subject areas. In this case they are deemed to be “Working towards the Curriculum Standard”.

Example – A student with no knowledge or very limited knowledge of English would be scored a 0. Whilst we would expect the student’s attainment level to improve, it is possible that after a short period of time the student is still “Working towards the Curriculum Standard”; in this case the student’s score would progress to a 1.

Where students demonstrate KSU relevant to the Curriculum Standard for their year group, they are judged as “Working in line with the standard”. The depth of a student’s KSU and the number of a learning objectives attained within the Standard will be determined whether a student obtains a score of 2, 3 or 4. At RIS the expected level of attainment is 4 by the end of the academic year.

Students who are able to work above their current Curriculum Standard are said to be “Exceeding”. Such students are exceeding the expected level of attainment and are scored a 5 or 6 again depending upon the depth of their KSU and the number of learning objectives attained.

It is important to note that for a student to be deemed “Exceeding” expectation, they do not have to attain all of the learning objectives above their Curriculum Standard – this would be unfeasible; however the teacher will need to be able to provide evidence of independent student work at the higher level. As with any assessment scale there is a ‘top mark’. We are not imposing a ceiling on students’ learning if they achieve a 6 – it is quite possible that a Year 6 student could commence Year 7 or above level work some of the time.

Naturally students may attain at different levels at different times according to the subject strand and task. However, at given points during the year teachers are required to form an overall judgement based upon all of the assessment evidence at their disposal. This enables us to track each student’s progress and plan interventions where necessary. When reporting to parents it is important that a summative judgement is made about each student’s attainment. If a student is awarded a 5 or 6 then it is essential that the student has achieved the expectations of a 4.

When planning lessons including those with shared objectives it is essential that teachers allow for accommodations for students working below (working towards) and above (exceeding) the Curriculum Standard. If learning is not differentiated and accommodations allowed, then potentially students will not demonstrate higher levels of attainment.

The organization of objectives across the Learning Ladders enables teachers to differentiate learning to accommodate for students working below and above the Curriculum Standard.

Providing evidence of student attainment

Teachers will be able to provide a variety of evidence for their overall judgements of student attainment. Such judgements must not be formed on the basis of a single piece of work. Typically teachers will evaluate:

- Prior attainment
- Class work
- Test and exam results
- Observation of performance

It is essential that teachers ascertain a valid Starting Point for each student as progress is measured from this point, early targets can be set, and early interventions made. Teachers should refer to the Starting Point guidelines on pages 10 – 12 for details of the expected assessment types. A single test may be scored on the 0 – 6 scale only if the tests reflects a range of objectives below, in line with, and above the Curriculum Standard.

KHDA Key Performance Indicators (KPI's) of attainment:

Our external assessment data is used by KHDA to help them evaluate our school's overall performance and the performance of our students in Islamic Education, Arabic as a first language, Arabic as an additional language, English, Mathematics, and Science, and Moral Education.

At RIS we use a number of standardized national and international tests to help establish students' Starting Points, set targets, measure progress, and reach overall attainment judgements. These tests include:

- CAT 4 Cognitive Ability Tests – assessing students' verbal, non-verbal, mathematical and spatial reasoning.
- International Benchmark Tests (IBTs) – a skills based assessment in English, Mathematics and Science
- Cambridge Checkpoint – assessing students' knowledge and understanding of English, Mathematics and Science towards the end of Year 6. Checkpoint tests result in a 0 – 6 score per subject and per subject strand.

Checkpoint is used to evaluate students' attainment against the Curriculum Standards, and IBTs are used to evaluate students' attainment against international benchmarks, as per the parameters outlined on page 7.

Assessment	Key Performance Indicators		
Checkpoint	Attainment is "UNSATISFACTORY" if 26% or more of students do not obtain Checkpoint 4 or above.	Attainment is "ACCEPTABLE" if at least 75% of students attain Checkpoint 4 or above.	Attainment is "GOOD" if 50 – 60% of students attain Checkpoint 5 ; "VERY GOOD" if 61 – 74% of students attain Checkpoint 5 ; "OUTSTANDING" if 75% or more of students attain Checkpoint 5 .
IBTs	Attainment is "UNSATISFACTORY" if 26% or more of students are not attaining at or above the 41st international percentile	Attainment is "ACCEPTABLE" if at least 75% of students are attaining at or above the 41st international percentile	Attainment is "GOOD" if 50 – 60% of students are attaining the 61st international percentile "VERY GOOD" if 61 – 74% of students are attaining the 61st international percentile "OUTSTANDING" if 75% or more of students are attaining the 61st international percentile
How this might look (class of 25 students)	<i>Attainment would be judged "Unsatisfactory" if 6 or more students were in this category.</i>	<i>Attainment would be judged "Acceptable" if 19 or more students were in this category or the next.</i>	<i>Attainment would be judged "Good" if 12 – 15 students were in this category.</i> <i>Attainment would be judged "Very Good" if 16 – 18 students were in this category.</i> <i>Attainment would be judged "Outstanding" if 19 or more students were in this category.</i>

Measuring student progress

As stated on page 3, KHDA evaluate student progress using the same parameters they use for attainment. The progress a student makes is evaluated per subject area using internal and external assessment data, in addition to the observable progress students make in lessons. It is essential therefore that teachers:

- make explicit in their planning and in their lessons the learning objective(s)
- provide success criteria for students
- evidence for observers which students have attained the learning objective(s) and made progress
- evidence for observers the accommodations made for students who have not met the learning objective(s)
- evidence student attainment and progress in exercise books, student folders etc.

The table below outlines our expectations about student progress over a year period:

Starting Point	Expected progress	Better than expected progress
0	2	3 (or above)
1	3	4 (or above)
2	4	5 (or above)
3	5	6
4	6	All better than expected if 6 maintained
5	6	
6	6	

KHDA Key Performance Indicators (KPI's) for progress:

“Outstanding” = 75% or more of students make better than expected progress from their start point.

“Very good” = 61% - 74% of students make better than expected progress from their start point.

“Good” = 51% - 60% of students make better than expected progress from their start point.

“Acceptable” = 75% or more of students make the expected progress from their start point.

“Unsatisfactory” = Less than 75% of students make the expected progress from their start point.

Data Recording, Analysis, and Reporting

Assessment data ‘snapshots’ are taken at designated points during the year, with dates set as per the table below for recording and reporting by teachers. Where a student does not start at the beginning of the academic year, the Starting Point can be at the next ‘snapshot’, but generally requires a three week period for suitable teacher assessment to take place.

The assessment data recorded at the points indicated in yellow below will be reported to parents in the End of Term Reports. Parents will be able to access all of the recorded data via the Parent Portal in iSAMS. Student attainment and progress is also discussed at the Parent Teacher Conferences during the year. Teachers are expected to raise concerns with parents about their child’s attainment and progress, but this should first in consultation with the KS1 or KS2 Deputy Head. An Action Plan should also be developed so that parents are clear on the actions the teacher and or the school is taking.

The Autumn and Summer term reports to parents, made available via iSAMS, provide a score per subject and supporting teacher comments. The Spring term report provides only a score per subject. Our expected levels of progress is also shared with parents.

	AUTUMN TERM			SPRING TERM		SUMMER TERM	
	Starting Point	Progress Check	End of Term 1	Progress Check	End of Term 2	Progress Check	End of Year
Snapshot dates	28.09.17	26.10.17	23.11.17	28.01.18	14.03.18	10.05.18	13.06.18

Standardisation and Moderation

To improve the validity and reliability of internal assessments it is essential that snapshot data is moderated. Sample work from each band level (emerging, in line with, exceeding) should be scrutinized within departments to ensure teacher assessment is accurate.

As stated, overall assessment judgements are moderated at a year group level and with individual teachers. Teachers are expected to compile evidence files for each of their students. Teachers are encouraged to regularly moderate their assessment of students, for example in planning meetings and informally with other teachers.

Where teachers write their own tests to assess common units of work, then every effort should be made to standardize the test. It is preferable that a single standardized test is used for the whole year group or Key Stage to cover units of work rather than a multitude of different tests created.

The SLMT require Middle Managers to report on their moderation activities. The SLMT will also triangulate teacher assessment via observation of students' performance in weekly drop-ins, formal lesson observations, and work scrutiny.

Establishing a student's Starting Point

It is essential that teachers establish an accurate Starting Point for their students. To ensure a standardised approach, the types of assessment to be used by teachers are outlined on page 11.

When deciding a Starting Point for each student, teachers need to determine:

1st – Whether they believe the student to be working in line with the Curriculum Standard or they have evidence of student capability to work in line with the Curriculum Standard. If they are, the teacher should decide whether the student is working above the Curriculum Standard or they evidence of student capability of working above the Curriculum level.

2nd – Having ascertained whether the student is working towards, in line with, exceeding the Curriculum Standard, a judgement needs to be made upon the band's score range from the 0 – 6 scale using the criteria outlined on page 4.

Until the end of the 2016/17 year, student attainment was indicated on a 0 – 9 scale. As an indicator of attainment, teachers can use the conversion scale on Page 11 as part of their evidence for students' new Starting Point.

Example - If a student achieved a score of 5 at the end of the 2016/17 year, their expected Starting Point for 2017/18 would be 2. This is calculated using the conversion between the scales, minus the two expected steps of progress made over the year.

Old scale	0	1	2	3	4	5	6	7	8	9
New scale	0	1	1	2	3	3	4	5	5	6

As with all forms of prior assessment being used to decide a current attainment level, this information should be used as an indicator. Teachers should not simply use this scale to ascertain their students' Starting Points – teachers are expected to evidence their decisions using the breadth of 'data' outlined below:

Subject	Assessment type
English	<p>Years 1 – 6:</p> <ul style="list-style-type: none"> ➤ Free write using the Roz Wilson “Big Writing” Standards for Writing Assessment ➤ PM Reading level (using converted scale) ➤ Teacher assessment against the Cambridge Curriculum Framework ➤ CAT 4 score ➤ End of year Cambridge Progression Test data ➤ End of year report (using conversion scale)
Mathematics	<ul style="list-style-type: none"> ➤ Montessori Materials (for Year 1) ➤ Baseline assessment for Years 2 – 6 ➤ Teacher assessment against the Cambridge Curriculum Framework ➤ CAT 4 score ➤ End of year Cambridge Progression Test data ➤ End of year report (using conversion scale)

<p style="text-align: center;">Science</p>	<ul style="list-style-type: none"> ➤ Revision Science Units Tests ➤ Teacher assessment against the Cambridge Curriculum Framework ➤ End of year Cambridge Progression Test data ➤ End of year report (using conversion scale)
<p style="text-align: center;">Arabic and Islamic Studies</p>	<ul style="list-style-type: none"> ➤ Innoventures end of year tests ➤ Teacher assessment against the curriculum ➤ End of year report (using conversion scale)
<p style="text-align: center;">Specialist Subjects</p>	<ul style="list-style-type: none"> ➤ Baseline testing ➤ Teacher assessment against National Curriculum objectives ➤ End of year report (using conversion scale)

Marking

Teachers should refer to the school's Assessment Policy and Marking Policy for guidance.

Assessment Calendar

An assessment Calendar indicating all relevant dates will be provided.

Assessment accountabilities

Teachers are expected to:

- Assess students early on and regularly
- Set appropriately high expectations for curriculum coverage
- Create a risk-taking climate; no fear of 'failure'
- Work with middle management to plan support and monitor impact
- Provide required data analysis to middle management
- Ensure all data snapshot dates are met

Middle Managers are expected to:

- Monitor attainment and progress per subject or year group area
- Provide support to close gaps in attainment / plan interventions
- Help to review Provision Mapping / impact of support
- Identify trends in data (e.g. progress by designated group)

The SLMT is expected to:

- Ensure the collection and analysis of assessment data on a timely basis
- Provide high level analysis of performance data
- Work with departments to plan and monitor interventions
- Ensure that whole school planning is data driven

These guidelines were last updated on 07.09.17. Further updates will be made annually or beforehand if necessary.