



**RAFFLES**  
INTERNATIONAL  
SCHOOL

Towards Excellence

## **Assessment Guidelines Secondary School (Years 7 – 13)**

## What does attainment and progress look like.....

- **Current Attainment** is the visible level of attainment currently being shown by the student in the classroom. Teachers use their professional judgement, taking into account prior attainment in assessments, along with student potential and their attitude towards learning, to determine what level the students are currently attaining at.
- **Rationale:** It is commonly the case that raw attainment data can artificially mask student underachievement (or even overachievement). When analysing raw data to identify students for intervention, it might then be the case that students who are 'at risk' of underachieving are not picked-up. Empowering teachers to exercise their professional judgement and indicate the **Current Attainment Level** for the students they teach, should therefore more accurately identify the students at risk of underachieving. Early intervention can subsequently take place to ensure students make the required progress in their learning, and attain in line with (if not above) their potential.

## Definitions

**Attainment** – The level students reach, usually measured by reference to benchmarks, such as test and examination results.

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

- **Current Attainment** is the visible level of attainment currently being shown by the student in the classroom. Teachers use their professional judgement, taking into account prior attainment in assessments, along with student potential and their attitude towards learning, to determine what level the students are currently attaining at.
- **Rationale:** It is commonly the case that raw attainment data can artificially mask student underachievement (or even overachievement). When analysing raw data to identify students for intervention, it might then be the case that students who are 'at risk' of underachieving are not picked-up. Empowering teachers to exercise their professional judgement and indicate the **Current Attainment Level** for the students they teach, should therefore more accurately identify the students at risk of underachieving. Early intervention can subsequently take place to ensure students make the required progress in their learning, and attain in line with (if not above) their potential.

**Key stage 3, 4 and 5 Attainment** – Overall student attainment judgements in Key stage 3 are taken from end of year reports (internal assessment) and external examination results, Results are graded on a 0-6 scale: level 4 is deemed to be in line with curriculum standards (expected) and levels 5-6 above curriculum standards. Any performance over the world average in external examinations (GCSE AS or A level) is deemed to be above international standards. In core subjects (English, Math & Science) the ACER IBT tests (national and international standards benchmarks) performance is compared against the national mean and the world mean of IBT schools. Any performance over the national mean and the world mean in ACER IBT tests is deemed to be above international standards.

## How students are graded:

For each subject per year group, the knowledge, skills and understanding we expect students to acquire are formulated as “I can” statements, which teachers use to set learning objectives as well as student targets. Students are assessed at regular intervals to determine whether they are attaining these statements, and to what extent. Overall these statements form the Curriculum Standard.

The 0 – 6 scale is used by teachers not only to indicate a student’s breadth of understanding, but also as a summative score in relation to the student’s depth of understanding. To demonstrate that students have met the standard and are ready to move to the next, teachers will need to have evidence that a student demonstrates attainment of all of the statements within the standard and all the standards within the preceding standard(s).

As a non-selective school, it may be that a new student starts with us with an attainment level below that of the Curriculum Standard. In this case they are deemed as “Working towards” the standard. It is possible for a student to join us with virtually no understanding of English or Arabic, for example. A student may not quite be working in line with the Curriculum Standard but can demonstrate some knowledge, skills and understanding. In these case a student would be scored a 0 or 1 respectively.

For students working in line with the Curriculum Standard naturally there is a variance in the level of attainment. For example, a student who demonstrates some understanding of the statements would be scored a “2” on our grading scale. A student who has attained the majority of the statements would be scored a “3”. Students who are working at greater depth within the standard a “4” – these students would consistently be able to demonstrate attainment of the vast majority of statements. This is the expected grade we aim as a minimum for all our students to achieve

A student who has mastered all of the statements and is working above the Curriculum Standard will be awarded a “5”, or a “6” if working well above the Curriculum Standard.

### Setting targets

These will be set by knowledge of the student from the previous year, teacher judgment in the first month, Cat scores, IBT scores. Once set we will regularly measure how the student is performing towards this target. This will be reported as above, on track or below target.

Eg Davvyd Swarts first progress check

	Target	Progress
English	6	On track
Maths	5	Above
Science	6	Below
French	6	On track

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

**Grading Scale explained:**

	Assessment Snapshot	Summative Assessment
0	Student has not demonstrated understanding of the Curriculum Standard	No learning objectives attained
1	Student has demonstrated a limited understanding of the Curriculum Standard	Limited learning objectives attained
2	Student has demonstrated some understanding of the Curriculum Standard	Some learning objectives attained
3	Student has demonstrated an adequate understanding of the Curriculum Standard	Majority of learning objectives are consistently attained
4	Student has demonstrated an in-depth understanding of the Curriculum Standard	Vast majority of objectives are consistently attained
5	Student has demonstrated understanding that is above the Curriculum Standard	All learning objectives attained; some learning objectives attained above the Curriculum Standard
6	Student has demonstrated understanding that is well above the Curriculum Standard	All learning objectives attained; many learning objectives attained above the Curriculum Standard

This scale is to be used as a measure of overall attainment against subject objectives, and a measure of progress used by all subjects

**Key: Green is above expected, Blue is expected level for students, Orange and yellow are developing but have not reached the standard.**

**KHDA Key Performance Indicators (KPI's):**

**External...**

<p>KPI's</p>	<p>External assessment (Year 6):  <b>"UNSATISFACTORY"</b> if 26% or more of <i>students</i> do not obtain Checkpoint 4 or above.</p>	<p>External assessment (Year 6):  <b>"ACCEPTABLE"</b> if at least 75% of <i>students</i> attain Checkpoint 4 or above.</p> <p>This KPI <u>must</u> be achieved before a higher judgement can be made.</p>	<p>External assessment (Year 6):  <b>"GOOD"</b> if 50 – 60% of <i>students</i> attain Checkpoint 5.  <b>"VERY GOOD"</b> if 61 – 74% of <i>students</i> attain Checkpoint 5.  <b>"OUTSTANDING"</b> if 75% or more of <i>students</i> attain Checkpoint 5.</p>
<p><b>How this might look (class of 25 students)</b></p>	<p>Attainment would be judged <i>"Unsatisfactory"</i> if 6 or more <i>students</i> were in this category.</p>	<p>Attainment would be judged <i>"Acceptable"</i> if 19 or more <i>students</i> were in this category or the next.</p>	<p>Attainment would be judged <i>"Good"</i> if 12 – 15 <i>students</i> were in this category.</p> <p>Attainment would be judged <i>"Very Good"</i> if 16 – 18 <i>students</i> were in this category.</p> <p>Attainment would be judged <i>"Outstanding"</i> if 19 or more <i>students</i> were in this category.</p>

Note: For overall whole-school attainment to be **Outstanding**, "most students attain levels that are above the curriculum standards". **Good** means "the majority of students attain levels that are above the curriculum standards".

## Progress 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. Where a student does not start at the beginning of the academic year, the Start Point can be at the next ‘snapshot’ but generally requires a three week period for suitable teacher assessment to take place. Teacher assessment is moderated by the head of department, and also by the SLMT meeting with each teacher.

Year 11								G	F	E	D	C	B	A	A*
Year 10						G	F	E	D	C	B	A	A*		
Year 9					0	1	2	3	4	5	6				
Year 8			0	1	2	3	4	5	6						
Year 7	0	1	2	3	4	5	6								

I.e. a student who achieves a 4 in year 4 and a 4 in year 8 is making expected progress ( 2 levels increased)

Our aim is to exceed this expectation KHDA “outstanding” equates to most students making better than expected progress (see KPIs below)..

	End of year grade					
End of last year grade	1	2	3	4	5	6
1	E	A	A	A	A	A
2	B	E	A	A	A	A
3	B	B	E	A	A	A
4	B	B	B	E	A	A
5	B	B	B	B	A	A
6	B	B	B	B	A	A

B below expected E expected performance A Above expected

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.

For Years 7-12a summative report will be made available to parents at the end of each progress check via iSAMS. The reports will show how the student is performing compared to their target set at the beginning of the year. A full written report will be written in January for year 9, 11 and year 12 and in June for year 7,8 and 10.

	AUTUMN TERM			SPRING TERM		SUMMER TERM	
	Targets set by	Progress Check 1	Progress Check 2	Progress check 3	Progress Check 4	Progress Check 5	Progress Check 6
Data drop dates	28.09.17	26.10.17	23.11.17	28.01.18	14.03.18	10.05.18	13.06.18
Full report				Year 9, 11 12			Year 7,8,10

### Assessment evidence:

Determining a student’s 0 – 6 score that is accurate and consistent at each snapshot requires teachers to consider a range of assessment data, including:

- Security of prior learning (e.g. evidence in student portfolios)
- Class work and homework
- Appropriate external test data (e.g. Checkpoint, Progression Tests, IBTs etc.)
- Observation of performance

To improve the validity and reliability of in-school assessments it is essential that snapshot data is **moderated**. Sample work from each band level (emerging, secure, above) should be scrutinized within departments. Where it has been decided to set written tests, these should be standardised by the subject leader and checked by SLMT.

The SLMT will 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 and formal lesson observations.

### **Marking:**

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

### **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

### **Requirements of Middle Managers:**

- 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)

### **Requirements of SLMT:**

- 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