



**ASSESSMENT AND REPORTING POLICY
2023-2024**

At Beaconhouse School Al Ain, we take a professional approach to assessing student progress. We believe that effective assessment provides information to improve teaching and learning. All students are entitled to regular and comprehensive feedback on their progress and attainment. Therefore, all teachers give students regular feedback on their learning so they can understand what they have done well, and more importantly, what they need to do to develop themselves further. Assessing students' progress allows us to plan learning opportunities based on detailed knowledge of each child. We provide our families reports 3 times during the school year. Thus, enabling teachers, teaching assistants, students and their families to work together to raise standards for all of our students.

1. Aims:

- To enable our students to demonstrate what they know and understand in their learning.
- To help our students understand their next steps.
- To allow teachers and teaching assistants to plan learning opportunities based on detailed knowledge of each student.
- To provide accurate and regular information to our families that will enable them to support their child.
- To provide School leaders, Governors and the educational authorities with information that allows them to make judgements about the effectiveness of the school.

2. Teachers Role:

- To effectively utilise Assessment for Learning strategies throughout lessons.
 - Provide continuous verbal and written feedback which identifies areas for celebration and next steps for learning, in line with the marking policy.
 - Act on assessment to inform planning for teaching and learning.
 - Plan personalised learning opportunities.
 - Share assessment and next steps to enable students to know how to achieve the learning intentions.
 - Promote inclusion.
 - Provide a periodic summary through teacher assessment.
 - Identify gaps in students learning.
 - Reflect on the quality of their provision.
 - Implement strategies to accelerate progress.
 - Measure against expectations outlined in the Curriculum.
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3. Students Role:

Know What to Do to Improve:

- Understand areas needing improvement.
- Seek and utilize feedback from teachers and peers.
- Set realistic, achievable goals.
- Use available resources effectively.

Know Their Strengths:

- Identify and leverage personal strengths.
- Build confidence through recognizing achievements.
- Channel efforts towards areas of excellence.
- Celebrate and utilize strengths to motivate further learning.

Make Progress:

- Monitor academic progress regularly.
- Reflect on accomplishments and areas for growth.
- Set and commit to short-term and long-term goals.
- Utilize assessments and feedback to stay focused.

Be Confident to Take Risks and Love Learning:

- Step out of comfort zones to try new approaches.
- Learn from mistakes to foster resilience.
- Develop adaptability through risk-taking.
- Cultivate a love for learning to engage deeply with material.
- Pursue knowledge beyond the classroom to maintain a lifelong passion for education.

4. Foundation Stage

4.1 Observation, Assessment and Planning:

The main EYFS assessment method is through teachers' observations of students in different teaching and learning contexts, including both adult focused activities and child-initiated play. Observations take place daily (both formally and informally). Teachers make time to carry out planned observations of individuals and groups of students regularly. They also make spontaneous observations in order to capture significant moments of students learning. All teachers are involved in observing students. Teachers use observations to support their developing knowledge of individual students. We capture moments in time learning in photographs, video and samples of students' work. This informs the next step and individual targets for the child on their learning path. These observations are recorded in students individual 'Learning Journey', and will be shared with parents as well as keeping an accurate and time relevant record of the student's achievements and progress.

This information gives us the knowledge of students' abilities, needs, interests, play schemes

and learning styles. Observations are evaluated, students learning priorities are identified and relevant learning opportunities are planned to support students to make the next steps and progress.

The EYFS framework provides a long-term plan to follow by ensuring that all Early Learning Goals are covered throughout the academic year. Medium term planning is created and takes into account the individual students learning and developmental needs.

Each child is assessed for levels of development against the Early Learning Goals. At the end of each term of the EYFS, we provide a written summary to parents, reporting their progress against the Early Learning Goals and indicate whether students are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile. This information is then passed to the Teaching and Learning Team in Year 1 Primary during the transitional program.

5. Primary and Secondary

5.1 Assessing Student Progress and Achievement:

At Beaconhouse Al Ain School, our approach to assessment is based on the following methods:

- Start assessing against the curriculum objectives.
- Teachers assess students against the objectives using a wide-range of evidence.
- Teachers record the achievement of each child against each objective.

Through the use of Baseline Assessments, CAT4 and GL Progress Test data, teachers can accurately identify the starting point for each child and plan individualised and group provision accordingly to best suit the academic needs of the students.

International Benchmark Testing will also provide data on the progress of each child. Students will take Progress Tests in Math, English and Science at least once in an academic year.

5.2 Parent Meetings:

Each subject area within classes, year groups and phases will be reviewed termly to ensure all students are making progress appropriate to them and are on-track to meet expectations at the end of the year.

Each teacher is expected to enter their data into the BPS MIS system Paradigm, in advance of Parent Meetings. Progression and areas of improvement are discussed with parents and best ways to support the student in order to achieve goals and targets, against curriculum

standards.

6. SEND Provision:

Beaconhouse Al Ain School takes an active role in ensuring the progress of all students. Through inclusion, students identified as SEND, will have an IEP outlining goals and targets as identified by the Head of Inclusion. Teachers will work with the Head of Inclusion to modify assessments for accessibility such as;

- Additional time given for assessments
- Support with writing answers
- Support with reading
- Completion of assessment through a different form (iPad, computer etc)
- Differentiated assessment

7. Reports:

Report cards will be shared with parents three times throughout the academic year, allowing parents to have a continuous understanding of their child's progress and attainment. Parent teacher meetings will be held on set days throughout the school year.

8. The UAE National Agenda:

The school will contribute fully to the UAE National Agenda and recognises the requirements of the National Agenda Parameter. The school will participate in ADEK/MOE PIRLS and TIMSS assessments as required.

The school will also use CAT4 and GL Progress Tests in Math, English and Science. In Arabic subjects, the school utilises ABT assessments to monitor and track student attainment against international benchmarking.

Review Date:

24 November 2023



Next Review Date:	September 2024
Principal's Approval:	
Board Of Governors:	

