



Assessment, Reporting, Tracking and Monitoring Policy

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Introduction

At King's College Riyadh we are committed to using assessment to inspire excellence, progression, and inclusion to fulfil potential in all our pupils. We acknowledge that assessment covers four key areas: attainment, progress, attitude and potential, and we use a range of methods to assess each of these at many different points in a pupil's time with us.

Aim

Assessment is the process through which pupils, teachers, and parents make informed judgements about learning and progress. It is used to monitor attainment, evaluate the effectiveness of teaching and learning, identify strengths and areas for development, support personalised learning, and inform future planning.

Why do we assess?

- to support pupil achievement and give accurate information about their progress.

- to provide feedback to pupils to enable them to understand what they need to do to reach end of lesson, year and key stage expectations.
- to gather quantitative data regularly so that evaluations can be made about pupil and cohort attainment back into the learning process
- to track progress throughout the year and from year to year
- to provide insight into the quality and effectiveness of teaching and learning
- to provide insight into the quality and effectiveness of assessment practices
- to communicate pupil progress and attainment to the relevant stakeholders

Objectives

- to ensure that assessment and reporting systems provide valuable, meaningful, appropriate and timely information
- to ensure that each Assessment Point is appropriate to the calendar year
- to embed the use of standardised data in assessment and reporting
- to ensure that tracking systems are robust and effective
- to ensure that data is used effectively to regularly review and improve teaching and learning to secure the best outcomes for pupils
- to ensure staff are appropriately skilled to analyse and evaluate data, and also to identify intervention needs
- to ensure that formative and summative assessment practices are built into planning and gather accurate and meaningful data
- to ensure that pupils have a range of opportunities to demonstrate progress and attainment through learning check-ins
- to ensure parents can understand and interpret data pertaining to their child

Types of Assessment

A range of assessment approaches can be used for different reasons at various stages in the learning sequence.

Formative assessment

Formative assessment is ongoing assessment used during learning to check pupils' understanding and identify next steps. It relies heavily on teacher judgement through observations, questioning, discussions and feedback to adapt teaching and support progress. Examples include quizzes, exit tickets, and classroom activities.

Summative assessment

Summative assessment measures pupil learning at the end of a unit, term or academic year. It is used to evaluate overall attainment and progress against expected standards. Examples include end-of-unit tests, examinations and final projects.

Standardised Data

Standardised Data is used to qualify setting, measure expected progress, develop curriculum and support pupils' individual learning needs

- GL Testing (CAT4, PTM, PTE, PTS)
- Reception – Year 2 Read, Write, Inc.

Standardised Scores (SAS) are aligned to a 9-1 scale. This Standardised Data mean score becomes the Data Expected Outcome which is then employed as a benchmark (relative attainment) by which a pupil's attainment and progress can be tracked and measured.

CAT4 Scores between 89-111 are considered to be within the “average bracket”. Scores of 112 and above are deemed above average and scores of 88 and below would be considered below average. SAS scores will range from 69 to 141.

Assessment Procedure

- We assess pupils against assessment criteria, which are short, discrete, qualitative, and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from curriculum content, standards previously achieved by pupils of a similar ability, and from syllabus details and specifications produced by examination boards.
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what pupils are normally expected to have achieved by key points of their education journey.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the academic year. Termly assessment data is collected and recorded on iSAMs and the Primary Tracker but more regular assessments are recorded by the individual teacher, according to an agreed timescale, for department/subject monitoring and evaluation, and to provide timely information for teachers, pupils and parents (if requested). This data is shared with parents termly.
- We use this information to provide work of appropriate challenge for pupils at each stage of their progress. Additional support is given where a pupil is struggling to move beyond developing the basic expectations for their ability.
- Assessment judgements are moderated by colleagues, both within their department and across the school, to make sure the assessments are fair, reliable, and valid.
- Assessment will be either formative, or summative, or both. Formative assessment is diagnostic and is used to modify teaching and learning activities to improve pupil attainment. Summative assessment provides a snapshot of attainment at a particular time and should reflect what has already been learnt synoptically in the course / unit so far.
- Teachers will also use Assessment for Learning (AfL) in their teaching, including building opportunities into lessons to assess how well pupils are meeting learning objectives, how well they are progressing in their learning, and to develop pupils' ability to self-assess and peer-assess work against prescribed criteria, thus encouraging them to take responsibility for their own learning.

Use of Assessment

- Information from assessments is communicated to parents and pupils regularly throughout the year. Parents are informed prior to assessments via Seesaw, and classroom activities and homework tasks are closely linked to the assessment content to support pupil preparation. Parents receive a Progress Report three times per year and are also invited to attend Parent Teacher Conferences twice per year to discuss achievements, progress and next steps for their child's learning. We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, attitude to learning and attendance.
- We use the indicators of **potential CAT4 scores** to set challenging targets for pupils and we review these targets regularly to ensure that they are consistent, achievable and provide a suitable goal for each pupil in each subject.

- Although the rate of progress will vary according to the pupil, subject and year group, these estimates are essential in ensuring effective intervention can be provided where problems occur, and best practice can be identified and shared effectively.
- We use assessment of attainment over time to measure the progress that pupils are making in each year group, and to modify our support and teaching programmes as necessary.

Tracking of Assessment

All teaching staff, and appropriate support staff, are expected to be proficient in assessment in their own subject(s)/ year group. This is essential to ensure that assessment is accurate, consistent over a range of pupils and overtime, and applied. It is the responsibility of Heads of Department and Heads of Year to ensure that there is appropriate training in assessment for all teaching staff in their area and that assessments are quality assured.

Tracking will be centralised on the Primary Tracker and Gradebooks. It will be the responsibility of middle leaders to maintain tracking sheets and update them following assessment windows and end of topic tests.

Senior leaders will monitor these trackers routinely to review pupil progress, compare attainment against Age Related Expectations and implement appropriate interventions where necessary.

Making accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Parent Consultations

Pupils and parents are informed of progress during parent teacher consultations and termly reports.

There will be set times for parents to speak to teachers with regards to academic progress as outlined below. These consultations are split between face to face and online meetings, depending on the section of the school. Further information is provided during the year about these details to ensure accuracy and ease of booking. King's College Riyadh operates an 'open door' policy; however, parents can set up meetings at any mutually convenient time.

Parents Consultation 1	November
Parent Consultation 2	May

Reporting Schedule-policy into practice

In Years 1-8 pupils at KCR are assessed using a nine-point scale. This corresponds to the GCSE grading system whereas in years 1 to 8 the criteria are matched to the key stage 1, 2 and key stage 3 UK National Curriculum. End of year Targets are set on entry to year 3-8 using CAT4 baseline testing (GL CAT4 baseline assessments).

These targets provide end of year predictions based on individual pupil potential and subject specific grading criteria, ensuring pupils are challenged and supported to achieve beyond standard expectations.

CAT 4 scaled score	Fine Band	Minimum Expected GCSE Grade	National Percentage
127+	Higher	9	Top 5%
119-126	Middle	8	Top 15%
112-118 (Higher)	Higher	7	
112-118 (Lower)	Lower	7	23%
109-111 (Higher)	Higher	6	
108-110 (Middle)	Middle	6	
104-107 (lower)	Lower	6	24%
100-103 (Higher)	Higher	5	
97-99 (Lower)	Lower	5	
89-96	Higher	4	33%
82-88	Middle	3	
74-81	Lower	2	

PROGRESS	
Greater Depth	8/9
Secure	6/7
Developing	4/5
Emerging	2/3
Parlous	1

On the report card will be an Attainment grade (ATT). This will be determined by the assessment score in the recent test along with the teacher assessment of work produced in lessons leading up to this point.

ATTAINMENT	
Greater Depth (8/9)	90-100
Secure (6/7)	75-89
Developing (4/5)	60-75
Emerging (2/3)	50-59
Parlous (1)	

Pupils Attitude to Learning (ATL) grade and descriptors will also be on each report. This grade will include their effort in lessons, presentation of work, collaboration with others and ability to tackle challenging tasks. Pupils will be awarded a grade 4-1. Monthly mentor meeting will take place where the mentor or tutor will discuss this grade and share ideas with the pupil on how to improve or maintain high standards. Pupils will be set targets to help them achieve this improvement.

ATTITUDE	
OUTSTANDING	4
GOOD	3
REQUIRES IMPROVEMENT	2
CAUSE FOR CONCERN	1

Attitude to Learning		Attainment	
Outstanding – Demonstrates the attributes of a successful learner and consistently contributes effectively during lessons.	4	Exceeding - Your child is able to apply their knowledge and skills at greater depth across the curriculum. They are working above the age-related expectations.	4
Good – Actively participates in lessons most of the time.	3	Securing - Your child has a secure understanding of the objectives taught this term. They are working at the age-related expectations.	3
Inconsistent – Has the ability to remain focused in lessons but is easily distracted.	2	Developing - Your child is working within the age-related expectations. They have achieved approximately 50% of the objectives taught this term.	2
Cause for concern – Lacks focus and enthusiasm in lessons which is impacting progress.	1	Emerging – With some support, your child is beginning to work within the age-related expectations.	1

Early Years Foundation Stage

Assessment is central to the process of supporting pupils' learning and ensuring progress within a nurturing environment. It facilitates effective planning of teaching and learning.

Early Years

Early Years individual staff are required to keep a record of observations, photographs and notes regarding pupils' development against the EYFS curriculum standards and Early Learning Goals (DfE 2021); age and stage appropriate. Pupils are formally assessed 3 times a year as well as being assessed in Read Write Inc every six weeks. Data is kept on Gradebooks and is analysed regularly. This analysis forms the dialogue between the teachers and Head of Early Years during Pupil Progress Meeting and is used to identify areas for development. Parents are kept informed about their child's attainment and progress through reports and Parent Teacher Meetings as well as other meetings that may be deemed necessary based on individual pupil needs.

Each child's level of development must be assessed against the early learning goals. Teachers award an 'expected' judgement or an emerging judgement against each of the 17 ELGs and this is shared with parents. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations.

Standards by which the success of this policy can be evaluated

DfE Teachers Standards introduced on 1 September 2011. The following guidelines on assessment are contained within the standards, which state that a teacher must:

Roles & Responsibilities

The Principal will ensure: all policies are kept up to date and adhered to across the school.

Senior leaders will ensure that:

Subject heads and Year leaders always adhere to the policy.

All teachers/staff will:

follow the policy and adhere to the Teachers Standards.

Appendix 2 Admissions Assessments

Black = Teacher Assessments

Blue = Standard Assessments

Pre-school	Teacher assessments in small groups of 6
Reception	Taster session in class of children the same age or assessment of reading/phonics/Maths/writing as a written assessment if not possible
Year 1	Taster session in class of children the same age or assessment of reading/phonics/Maths/writing as a written assessment if not possible
Year 2	Taster session in class of children the same age or assessment of reading/phonics/Maths/writing as a written assessment if not possible Online Hodder assessment in English (PIRA) and Maths (PUMA) and a written Arabic assessment for local pupils
Year 3	Taster session in class of children the same age or assessment of reading/phonics/Maths/writing as a written assessment if not possible Online Hodder assessment in English (PIRA) and Maths (PUMA) and a written Arabic assessment for local pupils
Year 4	Taster session in class of children the same age or assessment of reading/phonics/Maths/writing as a written assessment if not possible Online Hodder assessment in English (PIRA) and Maths (PUMA) and a written Arabic assessment for local pupils
Year 5	CAT4 test and a written Arabic assessment for local pupils Written task
Year 6	CAT4 test and a written Arabic assessment for local pupils Written task
Year 7	CAT4 test and a written Arabic assessment for local pupils Written task
Year 8	CAT4 test and a written Arabic assessment for local pupils Written task

Appendix 3 Example of Key Stage 3 – Developing, Securing and Exceeding Assessment

MASTERING	A student who is MASTERING their learning in this year is consistently able to demonstrate the following skills / knowledge in this subject, and frequently goes beyond this. They can: Computing • Create my own code to solve a problem. • Explain the need for 3 major constructs of programming (Sequence, Selection (IF) and Iteration (LOOP)). Annotate code with justification of its use. • Explain the FEDEX Cycle and the effect this has on CPU performance • Justify the use of different secondary storage • Explain components used networking and justify the need for networking. Discuss threats to networks • Convert bytes between denary and binary. Explain why computers use binary. ICT & Digital Literacy • Confidently use applications to create digital products with purpose and audience. Evaluate these products against success criteria in detail. Independently export products in suitable file formats showing an awareness of their properties.
SECURE	A student who is SECURE in their learning is regularly able to demonstrate the following skills / knowledge in this subject: Computing • Change existing code to meet my needs. • Show an awareness of the use of 3 major constructs of programming (Sequence, Selection (IF) and Iteration (LOOP)). Label code with stating its use. • Explain the FEDEX Cycle • State different secondary storage and give features of their use. • State components used networking and give some reasons networking. Discuss threats to networks. • Convert nibbles between denary and binary. ICT & Digital Literacy • Use applications to create digital products with purpose and audience. Evaluate these products against success criteria. Export products in suitable file formats showing an awareness of their properties. To improve further they should act on teachers' feedback and guidance to make sure they demonstrate the skills/knowledge in the MASTERING section above.
DEVELOPING	A student who is DEVELOPING their learning is not yet able to regularly demonstrate the following skills / knowledge in this subject. They need to be able to: Computing • Use code to make things happen. • Label key parts of the code • State the FEDEX Cycle • State different secondary storage • State components used networking. Give threats to networks. • Convert nibbles between denary and binary with support. ICT & Digital Literacy • Use applications to create digital products with purpose. Evaluate these products. Export products in suitable file formats. • Know how to stay safe online and what makes a good password. To improve further they should act on teachers' feedback and guidance to make sure they demonstrate the skills/knowledge in the SECURE section above

Appendix 4 Examples of Formative Assessment

- Tools for Formative Assessment - - Techniques to Check for Understanding - - Processing Activities -	
1. Index Card Summaries/ Questions	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
2. Hand Signals	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
3. One Minute Essay	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
4. Analogy Prompt	Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
5. Web or Concept Map	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. http://www.graphic.org/concept.html
6. Misconception Check	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
7. Student Conference	One on one conversation with students to check their level of understanding.
8. 3-Minute Pause	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. • I changed my attitude about... • I became more aware of... • I was surprised about... • I felt... • I related to... • I empathized with...
9. Observation	Walk around the classroom and observe students as they work to check for learning. Strategies include: •Anecdotal Records •Conferences •Checklists
10. Self-Assessment	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
11. Exit Card	Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
12. Portfolio Check	Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
13. Quiz	Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are: • Multiple Choice

	• True/False • Short Answer • Paper and Pencil • Matching • Extended Response
14. Journal Entry	Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.
15. Choral Response	In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
16. A-B-C Summaries	Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
17. Debriefing	A form of reflection immediately following an activity.
18. Idea Spinner	The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."
19. Inside-Outside Circle	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
20. Reader's Theater	From an assigned text have students create a script and perform it.
21. One Sentence Summary	Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.
22. Summary Frames	<u>Description:</u> A _____ is a kind of _____ that ... <u>Compare/Contrast:</u> _____ and _____ are similar in that they both.... but _____, while _____. <u>Problem/Solution:</u> _____ wanted....., but, so <u>Cause/Effect:</u> _____ happens because
23. One Word Summary	Select (or invent) one word which best summarizes a topic.
24. Think-Pair- Share/ Turn to Your Partner	Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.
25. Think-Write-Pair-Share	Students think individually, write their thinking, pair and discuss with partner, then share with the class.
26. Talk a Mile a Minute	Partner up – giver and receiver... Kind of like "Password" or "Pyramid." Both know the category, but the receiver has his back to the board/screen. A set of terms will appear based on the category – giver gives clues, while receiver tries to guess the terms. First group done stands up
27. Oral Questioning	- How is _____ similar to/different from _____? - What are the characteristics/parts of _____? - In what other ways might we show show/illustrate _____? - What is the big idea, key concept, moral in _____? - How does _____ relate to _____? - What ideas/details can you add to _____? - Give an example of _____? - What is wrong with _____? - What might you infer from _____? - What conclusions might be drawn from _____? - What question are we trying to answer? What problem are we trying to solve?

	- What are you assuming about _____? - What might happen if _____? - What criteria would you use to judge/evaluate _____? - What evidence supports _____? - How might we prove/confirm _____? - How might this be viewed from the perspective of _____? - What alternatives should be considered _____? - What approach/strategy could you use to _____?
28. Tic-Tac-Toe/ Think-Tac-Toe	A collection of activities from which students can choose to do to demonstrate their understanding. It is presented in the form of a nine square grid similar to a tic-tac-toe board and students may be expected to complete from one to "three in a row". The activities vary in content, process, and product and can be tailored to address DOK levels.
29. Four Corners	Students choose a corner based on their level of expertise of a given subject. Based on your knowledge of _____, which corner would you choose? Corner 1: The Dirt Road –(There's so much dust, I can't see where I'm going! Help!!) Corner 2: The Paved Road (It's fairly smooth, but there are many potholes along the way.) Corner 3: The Highway (I feel fairly confident but have an occasional need to slowdown.) Corner 4: The Interstate (I'm traveling along and could easily give directions to someone else.) Once students are in their chosen corners, allow students to discuss their progress with others. Questions may be prompted by teacher. Corner One will pair with Corner Three; Corner Two will pair with Corner Four for peer tutoring.
30. Muddiest (or Clearest) Point	This is a variation on the one-minute paper, though you may wish to give students a slightly longer time period to answer the question. Here you ask (at the end of a class period, or at a natural break in the presentation), "What was the "muddiest point" in today's lecture?" or, perhaps, you might be more specific, asking, for example: "What (if anything) do you find unclear about the concept of 'personal identity' ('inertia', 'natural selection', etc.)?"
31. 3-2-1	3 things you found out 2 interesting things 1 question you still have 3 differences between ____ 2 effects of ____ on ____ 1 question you still have about the topic 3 important facts 2 interesting ideas 1 insight about yourself as a learner 3 key words 2 new ideas 1 thought to think about Write 3 questions about the text (unfamiliar words, confusing passages or ideas) Write 2 predictions based on the text (what will happen next based on the reading) Make one connection based on the text (connect to something you know or have experienced)
32. Cubing	Display 6 questions from the lesson Have students in groups of 4. Each group has 1 die. Each student rolls the die and answers the question with the corresponding number. If a number is rolled more than once the student may elaborate on the previous response or roll again. Responses may also be written.