Assessment, Recording and Reporting Policy

Please see [Brighton College Dubai Policies and Guidelines](#)

1. Policy Statement

It is the policy of the College to ensure that an effective Assessment, Recording and Reporting system is in place. This system will serve to assess pupils both formally and informally in order to track pupil progress, inform planning, give teachers and the College Leadership Team (CLT) an overview of cohort performance and enhance children's learning.

2. Aims

The primary purpose of assessment at Brighton College is to create continual improvement in learning, to celebrate achievement and to encourage the pupils' independence by giving them frequent opportunities to develop reflection and self- evaluation skills. Assessment therefore supports learning and teaching of an exceptionally high standard against both UAE and UK national and international benchmarks at Brighton College.

The College uses formative assessment in many different forms; verbally, written or a mix of both, to provide pupils with specific feedback that allows them to continually improve their academic attainment. It is often combined with summative assessment to judge the achievement and competency of pupils as they prepare for exams. Summative assessment provides essential information about progress to pupils, parents and teachers and is included in reports.

Both formative and summative assessment are valued for the different information they provide. However, at Brighton College we expect formative assessment to guide teachers' planning, lesson design and feedback techniques on a daily basis in their teaching. Careful use of questioning, high quality classroom dialogue with the pupil at its centre and judicious use of comment-only feedback can improve the quality of learning primarily because the pupil is more fully engaged in the learning process. Formative assessment particularly

encourages academic confidence, positivity and resilience in learning. This approach to assessment encourages pupils of all abilities to strive for excellence at every level and to feel confident in achieving their best, therefore it fulfils a core aim of the school: to instil a love of learning for its own sake.

We believe that an effective Assessment, Recording and Reporting system is essential in order to celebrate the success of the individual and raise both self-esteem and standards in accordance with the school aims. It should provide accurate, unbiased and meaningful information for children, staff and parents regarding a child's progress across the curriculum. It should involve pupils in self-evaluation and target setting, to encourage and motivate. It must inform future teaching and learning, including differentiation and curriculum development. It should highlight any areas of academic strength or weakness to avoid underachievement and ensure that correct provisions are made for children who have special educational needs or disabilities (Inclusion) including those who are 'Gifted and Talented' and those requiring English as an Additional Language (EAL) provision. It should provide sufficient information to ensure continuity as a pupil progresses through the college, from year group to year group, to help ensure a smooth transition.

3. Practice and Procedure

3.1 Prep School - The Assessment and Recording Process: Forms of Assessment

3.1.1 Early Years

On-going formative assessment is at the heart of the Early Years practice. Baseline assessments are done at the start of the academic year. Summative point in time assessment is used at the end of the Term 1, Term 2 and Term 3 and informs pupil progress meetings, parent's evenings and reports where information about each unique child's learning is shared. This culminates in the completion of the Early Years Foundation Stage profile at the end of the FS2 year. Each child's development is recorded against three prime areas, four specific areas and their Characteristics of Effective Learning. The following grading system is used, as children develop their knowledge, skills and understanding through the Early Learning Goals.

Emerging
Emerging +
Expected
Expected +
Greater Depth

Prime Areas:
- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific Areas
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Characteristic of Effective Learning
- Playing and exploring
- Active Learning
- Creating and thinking critically

Judgments against these scales are made from observation of consistent and independent behaviour, predominantly from children's self-initiated activities. The Early Learning Goals establish expectations for most children to reach by the end of the Early Years Foundation Stage.

3.1.2 Formative Assessment in the Prep School

The Prep School has an annual Assessment Schedule which can be found in the Appendix 10 Table 3.1.3

This involves ongoing assessment carried out by teachers and assistants, both formally and informally, during a lesson or unit of work. Through this, the positive achievements of the pupils may be recognised and discussed, in relation to learning objectives and individual targets. The results of formative assessments have a direct impact on the teaching and learning strategies employed after assessment. Formative assessment strategies employed during the lesson may include:

- **Questioning** - asking questions to assess students starting points in order to be able to adapt the learning to their needs, asking a range of questions from literal to high order, using thinking time and talking partners/feedback friends.
- **Observing** - observing children and listening to their discussions to assess their learning as it is happening, making planned observations of particular children to support their learning in the classroom.

- **Discussing** - holding brief impromptu discussions with children to follow up any surprises at their responses during the lesson, discussing misunderstandings or misconceptions, holding informed discussions to follow up on earlier assessments.
- **Analysing** - marking and assessing written work with children.
- **Checking understanding** - conducting recall tests/quizzes, questioning, introducing brief review checks that draw upon what has been taught previously, exit slips.
- **Peer and Self-Evaluation** - pupils assess each other and themselves, this can encourage pupils to take greater responsibility for their learning, for example, by encouraging engagement with assessment criteria and reflection of their own performance and that of their peers.

A record of pupil's progress and attainment is collated in an ongoing manner on OTrack. These will be recorded in a 5-point scale for teacher use. Parents will be given a grading of Emerging, Expected or Greater Depth in the pupils' reports.

Emerging
Emerging +
Expected
Expected +
Greater Depth

3.1.3 Summative

Assessments occur at three defined periods of the academic year (Data Drop 1, 2 and 3.) The final data drop includes information from the GL Assessments and other curriculum related assessments. The Progress Tests in English and Maths are completed online for Years 2 – 6 and paper versions are completed in Year 1. The Progress Tests in Science is completed online for Years 3, 4, 5 and 6. The aim of such assessments is to record the overall achievements of children in a systematic and standardised way and to provide further clarification of judgements made by teachers regarding areas of strength and development of individuals in their care. Results are also tracked across the school to monitor the progress of individuals. A record of pupil's progress and attainment is collated on OTrack. These will be recorded in a 5-point scale for teacher use. Parents will be given a grading of Emerging, Expected or Greater Depth in the pupils' reports.

Emerging
Emerging +
Expected

Expected +
Greater Depth

3.1.4 Analysis – Curriculum Adaptation

Information gained through the assessment process will be used to make curriculum planning and resource decisions. Teachers are encouraged to be reflective practitioners, making informal evaluations of their lessons which are then discussed by year group teams. Teachers' planning will be reviewed regularly by subject Middle Leaders and the Deputy Head Academic. The findings of these reviews are regularly discussed at staff and CLT level, with appropriate targets set as a result for subject and resource development.

3.1.5 Diagnostic

All assessments can provide diagnostic evidence. However, certain assessment tools can be particularly useful in providing more detailed data, such as the highlighting of a specific learning need, e.g.: Dyslexia, or the identification of a child as being 'Gifted and Talented' in a given area. Diagnostic assessments allow strengths and weaknesses and learning styles of individuals to be identified and appropriate next steps taken, including the involvement of outside agencies such as Educational Psychologists, Speech and Language Therapists or the implementation of an Individual Education Plan.

3.2 Senior School - The Assessment and Recording Process: Forms of Assessment

3.2.1 Formative Assessment

Assessment of pupil learning in the senior school take place throughout the school day. Teachers will use formative assessment strategies as a rule in the classroom: including questions, observations, discussions, peer marking and directed reflection time on work completed.

3.2.2 Summative Assessment

Assessments occur at three defined periods of the academic year (Data Drop 1, 2 and 3.) The final data drop includes information from the GL Assessments and other curriculum related assessments. The Progress Tests in English, maths and science are completed online, as is the NGRT test. Pupils also complete routine external assessments for Arabic and Islamic with the ABT and IBT external assessments. The aim of such assessments is to record the overall achievements of children in a systematic and standardised way and to provide further clarification of judgements made by teachers regarding areas of strength and development of individuals in their care. Results are also tracked across the school to monitor the progress of individuals. Classroom assessments on material studied will be geared towards the eventual end point for the phase of the school. This will be either the IGCSE/GCSE or the A Level Examinations. Heads of Department and Subject Leaders are responsible for the collation of assessment scores and the analysis of this data,

fortnightly line management meetings will have a focus on the discussion of this data and subject leaders will perform termly analyses of the data within their department.

3.2.3 Evaluative

This includes any information gained through the assessment process which may be used to make curriculum planning and resource decisions. Teachers are encouraged to be reflective practitioners, making informal evaluations of their lessons which are then discussed by year group teams. Teachers' planning will be reviewed regularly by members of CLT. The findings of these reviews are regularly discussed at staff and CLT level, with appropriate targets set as a result for subject and resource development.

The assessment schedule for the Senior School can be found in the appendix

4. Reporting and Parent Consultations

4.1 Prep School

Reports provide parents with full and accurate statements about pupil's achievements and progress across a wide spectrum of subjects including extra-curricular achievements and personal, social and emotional skills. The cycle has been set up to provide them most information to parents. Assessments are completed so that teachers can use the data to inform reports. Parents receive the reports and then have a parent consultation so that they can discuss any aspects of interest with the teacher so that there is a clear and open dialogue.

4.1.1 End of Term - Full Reports

This is a full report that covers all areas of the curriculum, including those taken by specialist teachers. All reports are produced on iSAMS and parents can access them on the parent portal and Parent App.

4.1.2 Interim Report

Interim reports take the form of an attainment and effort grade for key curriculum areas, an attendance percentage and a short statement from the class teacher.

4.1.3 Parents Consultations and Reporting Timeline

	Term 1	Term 2	Term 3

1st	Term 1 - Full Report	Term 2 Interim report	End of Term - Full Report
2nd	Parent consultation	Parent Consultations	Pupil-led academic tutorials

4.1.4 Report Gradings

Attitude to Learning Grade

The Attitude to Learning grade is a judgement of the pupils *learning dispositions* in a subject, such as consistency in effort, concentration, independence, critical thinking, creativity, problem solving and motivation. See appendix for Attitude to Learning descriptors

Attainment Grade

The Attainment grade is a judgement of the level of knowledge, understanding and skills that your child has shown in a subject. The attainment grades used in this report are shown below, pupil performance against their target (progress) is described using the following nomenclature:

Exceeding	The pupil demonstrates greater depth of understanding than expected.
Expected	The pupil demonstrates knowledge, skills and understanding at an expected level.
Emerging	The pupil is working towards demonstrating knowledge skills and understanding at the expected level.

4.2 Senior School

Senior school students receive monthly interim report updates and a full written report at the end of each term-

Attainment Grade

The Attainment grade is a judgement of the level of knowledge, understanding and skills that a child has shown in a subject. The attainment grades used in this report are shown below:

Year 5-11 Attainment Grades
9

8
7
6
4
3
2
1

Table 2.3.7 Years 5-11 Attainment Grades

In the Senior School, there are ongoing assessments, prior to the full written reports, where the timetable is collapsed.

Tracking

Pupil achievement, attainment, and progress are **tracked** using Excel, this is moving to Tracking Manager and Go4Schools. This academic data is contextualised by the tracking of non-academic or pastoral data such as behaviour, attendance and effort.

The purposes of pupil tracking are to:
- ensure that the individual needs of all pupils are met;
- help inform teacher's planning;
- highlight pupils who may benefit from intervention strategies;
- inform the College's self-evaluation process.

Teachers should make frequent reference to tracking data within their planning.

4.2.2 Parents Consultations and Reporting Timeline

	Autumn	**Spring**	**Summer**
Parent Consultations	Year 7, 8, 9,10,11, 12	Year 7, 8, 9,10,11, 12	Year 7, 8, 9,10,11, 12 (pupil led)
Reports	Full reports	Full reports	Full reports

5. Assessment and Record Keeping

5.1 Early Years

Individual staff are required to keep a record of summative assessment results by recording them onto our tracking system; O-Track. All data must be kept up-to-date and accurate, as it will be utilised for whole school tracking and monitoring purposes.

5.2 Prep School

Individual staff are required to keep a record of summative assessment results by recording them onto our internal tracking system; O-Track. All data must be kept up-to-date and accurate, as it will be utilised for whole school tracking and monitoring purposes.

5.3 Senior School

Individual staff are required to keep a record of each pupil's marks in their own mark books and internal departmental tracking systems - this may be electronic or in paper form. Termly data input is centralised; the Go4Schools system will centralise all assessment across the Senior School and will provide departments with their own, bespoke, online mark books. All data must be kept up-to-date and accurate, as it will be utilised for whole school tracking and monitoring purposes. Summative assessment results are recorded.

6. Staffing and Resources

Responsibility for the implementation of this policy within Brighton College Dubai is with the College Leadership Team through Heads of Departments to class/subject teachers. The policy is coordinated by the Deputy Head Academic and Head of Prep, Head of Pre-Prep and Deputy Head of the Prep School.

7. Associated Documents

The following documents/policies should be referred to in consultation with this document:

- Report writing guidance
- Marking and feedback policy

8. Monitoring and Review

This policy is to be reviewed and checked annually by the CLT.

9. Approved by

Head Master on behalf of the College:

(signature)

_____Simon Crane, Head Master_____

Chair on behalf of the Governors:

_(signature)_____Mrs Nilay Ozral, Board Member_____

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Pp.2 and 4 Changed *'Able Gifted and Talented'* to *'Gifted and Talented'* Pg. 4 and 8 replaced *'O Track'* with *'Internal System or Gradeset'* P.g 6 Added the word *'Emerging'* to the code *'Working Towards'* Pg.6- Senior school added Months P.7- Removed *'Positives +'* and *'A Series of Targets'*. *P.7-* changes made to parental consultation due to new year groups etc. Pg. 8- added *'Deputy Head of Prep'* Pg. 8 5.3- removed 'SISRA' Pg. 10- deleted *'PASS'* , *'KPI's'*, *'SATs'* and *'SpAG'* Pg. 11 removed *'Humanities'*.		**April 2020**
2.0	Pg4 – OTrack added Pg4 - 5-point assessment scale added Pg8 – Reports and Parent consultation timeframe updated Pg10 - Appendix Assessment Calendar added	Head of Prep	Jan 2022

3.0	Pg 2 – Early Years section edited Pg 8 – Added in details of O-Track Prep Summative Assessment Timetable Table 3.1.4 – Updated Throughout – Changed from Autumn, Spring, Summer to Term 1, Term 2 and Term 3	Head of Pre-Prep	Jan 2022
4.0	Addition of appendices – attitude to learning and assessment calendar. Change to pupil/led academic tutorials	Deputy Head Academic	Jan 2022
5.0	Additional information regarding external assessments	Deputy Heads (Prep and Senior)	April 2022

10. Appendix

Prep Assessment Schedule Table 3.1.3

Prep Assessment and Reporting Calendar 2021/22

Month	Week Beg.	Prep School
August	29th- 2nd Sep	PP Reviews using GL data from previous year group
September - 7 Teaching weeks before first summative Assessment Week	5th - 9th	Internal Baseline for FS
	12th – 16th	Internal Baseline for FS
	19th- 23rd	
	26th- 30th	**CAT4 – Y2 &Y4 (tbc by KHDA)**
October	3rd – 7th	
	10th – 14th	**Internal Assessment Week** **Data Drop 1** **Reports Open** RWI Assessments
	17th- 21st	**October Half Term**
	24th – 28th	**Data Review/PPM's**

Month	Week	Event
November - 12 Teaching weeks before next Assessment Week	31st-4th	
	7th – 11th	Full ReportsYr 1 - 6- Wednesday
	14th-18th	Parents' Evening to discuss reports
	21nd- 25th	
December	28th- 2nd	**Full Reports EY**
	5th -9th	Pass assessments- Yr.5 and 6 Whole Prep-School Writing Assessment for Internal Moderation RWI Assessments
	12th- 16th	Winter Break
	19th -23rd	
	26th -30th	
January	2nd -6th	
	9th-13th	
	16th-20th	
	23rd-27th	
February	30th – 3rd	
	6th - 10th	RWI Assessments
	13th-17th	**Half-Term**
	20th -24th	
March	28th-4th	**Assessment Week 2** **Data Drop 2**
	6th- 10th	**Pupil Progress Meetings /Data Reviews**
	11th-17th	Interim Report (Mid-Year) to Parents
	20th -24th	**Parent's Evening** RWI Assessments Whole Prep-School Writing Assessment for Internal Moderation
	27th-31st	**End of Term 2- Spring**
	3rd -7th	**Break/ Ramadan** **Starts**

April 10 Teaching weeks before next Assessment Week	10th-14th	**Ramadan**
	17th-21st	**Ramadan**
	23rd-24th	**Ramadan**
May	1st -5th	**Possible Eid Break**
	8th -12th	
	15th-19th	RWI Assessments
	22rd-26th	
June	29th-2nd	External- GL Testing **(Report Window open for general comments)**
	5th - 9th	External- GL Testing
	11th- 16th	**Internal- Assessment Week 3** **Complete assessments on Sun-Tues** **Data Drop 3**
	19th -23rd	RWI Assessments Whole Prep-School Writing Assessment for Internal Moderation
	26th- 30th	**Reports due- Monday 27th June**
July	3rd-7th	**FULL REPORTS- Monday 4th July** **Data Review/PPM's- with new teacher if possible**

Prep Summative Assessment Timetable Table 3.1.4

		FS	FS 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1		Baseline Ongoing observations	Baseline RWI phonics Ongoing observations	RWI - phonics DD1	RWI Phonics/ Spelling DD1	RWI Spelling DD1	Cat4 RWI Spelling DD1	Cat4 DD1	Cat4 DD1

						DD2	DD2
Term 2	Ongoing observations Tracking against EYFS DM	RWI phonics Ongoing observations Tracking against EYFS DM/ELG	Phonics Screening RWI DD2	RWI - spelling DD2	RWI Spelling DD2	RWI Spelling DD2		
Term 3	Ongoing observations Tracking against EYFS DM	RWI phonics Ongoing observations EYFSP reporting	GL PTE, PTM RWI DD3	GL PTE, PTM RWI DD3	GL PTE, PTM RWI DD3	GL PTE, PTM, PTS RWI Spelling DD3	GL PTE, PTM. PTS DD3	GL PTE, PTM,PTS DD3

Ongoing end of unit assessments - Whiterose Maths (yr1-yr4), IPC, Science, (Years 5-6)

Senior School – Attitude to Learning Descriptors

Attitude to Learning Descriptors — Brighton College Dubai

	Exceptional	Good	Satisfactory	Unsatisfactory
Focus	I am highly focussed	I focus well in lessons	I am sometimes distracted	I am often distracted
Participation in lessons	I play a proactive part in lessons, sometimes acting as a lead learner	I participate fully in the lesson	I am mostly willing to get involved in lessons	I am reluctant to get involved
Challenging myself	I take every opportunity to challenge myself	I respond positively to challenging activities	I sometimes attempt challenging tasks	I normally need pressure to attempt learning tasks
Seeking help	I seek my own solutions to problems	I seek help when needed	I sometimes ask for help when I need it	I rarely ask for help when I need it and I may refuse support.
Taking pride in work	I am incredibly proud of my work, it is sometimes used as exemplar work for others	I usually take pride in my work	I ensure my work is legible and organised	I rarely demonstrate pride in my work
Preparedness for learning	I am always prepared for lessons, often reading up on the topic beforehand	I am always prepared for lessons	I am mostly prepared for lessons	I can be unprepared for lessons
Prep	I complete prep thoroughly and often seek further learning independently	I complete prep to a good standard and seek help when I am unsure of expectations	I spend the expected amount of time on prep and complete most work	I regularly forget to do prep
Organising time	I organise time effectively	I organise time well and seldom miss deadlines	I sometimes miss deadlines	I miss most deadlines
Independence	I approach learning with an active interest and ask questions	I answer questions and connect ideas, I don't need close supervision	I mostly work well independently but sometimes need supervision	I do not engage unless closely supervised
Resilience	I am resilient and learn from my mistakes	I show resilience most of the time	I sometimes give up easily but know what to do if I need help	If I find a task difficult, I give up too quickly.
Response to feedback	I invite and act on feedback to improve my work	I take action based on feedback	I mostly attempt to act on feedback	I rarely attempt to act on feedback
Collaboration with others	I help others when they need help	I work well with others	I generally work well with others, sometimes I can rely on others to do the work	I distract others
Consideration of others	I am consistently aware of and considerate of others	I show kindness, consideration and respect	I mostly work well but occasionally can disrupt the learning in the classroom	I regularly disrupt the learning in the classroom
Standard of work	I complete work to an excellent standard	I complete work to a good standard	My work can sometimes show a lack of care or detail	My work is often incomplete or inadequate
Leadership skills	I lead by example in all areas of my learning, often leading teams in group activities	I am mostly confident in leading aspects of learning	I am developing my leadership skills but am more comfortable with guidance	I need to work on developing my confidence and leadership skills.
Reflection	I am highly reflective as a learner, I always consider what I have learned and what I still need to understand	I am mostly reflective in my learning, thinking about what I need to do to improve	I sometimes reflect on what I have learned and what I need to do next	I rarely think about what I have learned or make plans as to what I need to do next

Senior School Assessment Schedule

See College calendar

Brighton College Dubai Policies and Guidelines

Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:
- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Academic Plan written for KHDA approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.