

POL/AC003 NLCS Dubai Assessment, Reporting and Recording Policy – Senior School

Policy Title:	NLCS Dubai Assessment, Reporting and Recording Policy – Senior School
Policy Number:	POL/AC003
Version:	Version 3
Effective Date:	December 2023
Scheduled Review Date:	December 2025
Supersedes:	Version 2 – Implemented September 2021
Approved By:	Principal, VP Director of Studies, Examinations Officer, Head of Inclusion

Principles

At North London Collegiate School Dubai, we believe that effective assessment and recording provide information to improve teaching and learning. Students are given regular feedback on their work so that they understand what it is that they need to do better. This enables students to take responsibility for their own learning and helps them to make the most of their gifts. We report to parents at least once a term, in order that teachers, students and parents are all working together to enable students to reach their true potential.

Senior School

1. Purpose

The purpose of assessment is:

- 1.1 to deepen students' understanding of their learning
- 1.2 to assist students in developing strategies and habits to develop and extend their knowledge, understanding and skills
- 1.3 to allow students, parents and teachers to gauge progress and standard of achievement
- 1.4 to develop skills and habits of self reflection and analysis of own work
- 1.5 to inform the planning of subsequent lessons and activities

2. Course Assignments

The assessment of course assignments should be formative in essence.

- 2.1 Criteria: should be clear to students, parents, and teachers and should follow the criterion related model of assessments of the IB programmes.
- 2.2 Feedback: marking or verbal feedback by teacher, student or other students or some mixture of these as appropriate
- 2.3 Language of feedback: dependent on nature and purpose of assignment, meaning of grades, codes etc. should be clear to students, parents, and teachers
- 2.4 Purpose of assignment: might be practice of specific skills, research skills, essay writing skills, or acquiring/extending/consolidating knowledge or providing a reference resource for future use by student.
- 2.5 Departments should use a variety of assessment types. For example, tests, essays, subject specific debate and discussions, mini lectures and role-play.

3. Marking

Regular written formative feedback, which is detailed and individual, is the cornerstone of the NLCS Dubai approach to marking and assessment. The Assistant Principal (Data and Assessment) will have responsibility to ensure that teachers follow this approach in their marking of students' work. Expectations and conventions in marking used at NLCS Dubai can be found in the Senior School Marking Policy.

4. Examinations

Assessment of examination work is primarily summative.

- 4.1 Criteria: should be clear to students and teachers
- 4.2 Feedback: should use examination grades/percentages as appropriate to the year group, exam feedback provided by member of departmental teaching staff, comments on reports
- 4.3 Formative uses: should help to establish next steps for students

Students in Grades 9 to 12 are given approximate MYP/DP grade boundaries to help measure their progress against potential final outcomes.

5. Monitoring Progress

- 5.1 In Grades 6-10, across all subjects a termly 1 – 8 level is recorded for each student in at least two MYP Criteria A – D, either on the basis of assessment across the subject and their general level of performance during the term.

From term 2 onwards each student will have a level for all four criteria which will be used to calculate an overall MYP subject grade 1-7. In Grades 11-12, across all subjects a termly 1 – 7 grade is recorded for each student, either on the basis of assessment across the subject and their general level of performance during the term. These grades are collated and analysed by the Assistant Principal (Data and Assessment) who will evaluate students attainment and progress over time and against baseline assessment data. This analysis will be used by Heads of Departments to inform future teaching and by Heads of Houses to inform intervention and support planning. Students who are underperforming in particular subjects will be discussed at department meetings and tutors and pastoral team should be informed of any concerns.

Interventions will be coordinated by the MYP and DP coordinators. Students who are underperforming across multiple subjects will be referred to Heads of Houses, whilst interventions for students who underperform in specific subject areas will be directed by Heads of Departments. Grades 3 or below for attainment, and below expectations for attitude to learning should only be included in reports in situations where concerns have already been raised with parents as detailed above.

5.2 Grades are recorded and departments will use CAT 4 data to track relative performance and value added data. Targets are not used to limit student aspirations but rather to better understand the profile of individuals. Students should know where they are and what they need to do in order to achieve one of the top two grades available at their appropriate level of assessment.

6. Assessment Criteria

MYP Criteria Level	Description
7 – 8	Work is of high quality, frequently innovative, and communicates comprehensive, nuanced understanding of concepts and contexts. It also consistently demonstrates sophisticated, critical thinking. There is evidence of a scholarly approach to the subject and a deep understanding of content. The transfer of knowledge and skills is demonstrated with independence and expertise
5 – 6	Work is of a good standard and sometimes displays high quality. It applies knowledge and skills in more familiar contexts and sometimes demonstrates critical and creative thinking.
3 – 4	Work is generally secure and communicates knowledge and understanding of most concepts and contexts, with occasional misunderstandings.
1 – 2	Work is of limited quality with significant gaps in understanding. Applications of knowledge and skills are demonstrated infrequently.

Grade	Senior School assessment criteria
7	Work is of a high quality, is frequently innovative and communicates comprehensive, nuanced understanding of concepts and contexts. It also consistently demonstrates sophisticated, critical and creative thinking. There is evidence of a scholarly approach to the subject and a deep understanding of content. The transfer of knowledge and skills is completed with independence and expertise.
6	Work occasionally reflects the qualities of level 7. Applies knowledge and skills in more familiar contexts, often with independence. Demonstrates critical and creative thinking, frequently with sophistication.
5	Work is of a good standard and sometimes of a high quality. Demonstrates critical and creative thinking sometimes with sophistication.
4	Work is generally secure and it communicates knowledge and understanding of most concepts and contexts, with occasional misunderstandings.
3	Work demonstrates a basic understanding of concepts and contexts. Begins to demonstrate basic critical and creative thinking. Requires support to transfer knowledge and skills.
2	Work is of a limited quality with significant gaps in understanding. Application of knowledge and skills is completed infrequently.
1	Work is of a very limited quality. Conveys many significant misunderstandings of most concepts and contexts. Very rarely demonstrates critical or creative thinking and rarely uses knowledge or skills.

All marks should also reflect the criteria and subject rubrics in the IB Programmes. Tracking of assessment grades must also be accompanied by subject specific progress frameworks, which identify skills and content. These frameworks are based on IB rubrics and supplemented with subject specific content.

7. Grading Student Work

It is not necessary or desirable to give all pieces of work a grade, as there is a risk that very able and competitive students may give too much attention to the grade and less to benefiting from constructive feedback. Teachers use their own judgement about when to use a grade, in line with departmental development plan targets and guidelines. Comments on work should support students' efforts to make further progress and be generally encouraging. A numerical mark is also used where appropriate, e.g. for tests or work marked according to a mark scheme.

Assessment in Grade 9 upwards is carried out against subject criteria, which are specifically adapted for the work being assessed or which relate closely to the requirements of MYP and Diploma programmes. Grades should be informed by a process of continuous assessment and not based on a single assignment. While an end of unit

assessment is important, it should not be the only marker of student progress and achievement.

Departments are expected to keep detailed records of student marks and progress. These should be electronic, clearly coordinated by the Head of Department and available to the Assistant Principal (Data and Assessment).

8. International Benchmarking

GL Progress Tests in Maths and English will be completed by students in Grades 6-9 in June of each year in accordance with KHDA guidelines on international benchmarking. Students in Grades 7-9 will also complete a GL Progress Test in Science. The results and analysis from these tests will be used to inform future planning in each of these core subjects with actions to be taken agreed with the Assistant Principal (Data and Assessment) and included in the National Agenda Action Plan as appropriate.

National Group Reading Tests (NGRT) will be completed by students in Grades 6-11 in order to accurately assess students' reading ability. This will be used, alongside GL Progress Test results, to track students progress in reading over time against international standards.

The table below outlines the equivalence of IB grades, GL Progress Test Stanines and Standardised Age Scores used at NLCS Dubai.

IB Grade	Progress Test Stanine	Standardised Age Score
7	8-9	119-141
6	7	112-118
5	6	104-111
4	5	97-103
3	4	89-96
2	2-3	75-88
1	1	<74

In accordance with KHDA requirements, a student achieving IB grade 4 is considered to be attaining at the expected level as determined by curriculum standards for IB schools. A student achieving IB grade 5 is considered to be performing above the nationally expected level of attainment.

In compliance with KHDA guidance, students in grades 6–11 are required to complete the Arabic Baseline Test (ABT) biannually. Each student will receive a score out of 100 for each session. Progress will be evaluated by comparing the results of the two sessions to measure any changes in performance. The table below shows the progress measures used by the ABT.

Starting Point	Below expected progress	Expected progress	Better than expected progress
0-49	Less than 5 Marks Improvements	Between 5-10 Marks Improvements	More than 10 Marks Improvements
50-69	Less than the starting point	0-5 Marks Improvements	More than 5 Improvements
70-100	More than 10 Marks Regression	Between 5-10 Marks Regression	Less than 5 Marks Regression

9. Pastoral Assessment

Pupil Attitudes to Self and School (PASS) surveys will be used to identify trends in students' perceptions of school and to highlight individual student issues by the pastoral team. Issues arising from PASS surveys will then be cross-referenced against relevant academic assessment records to better inform teachers' understanding of individual student needs.

10. Reporting

Reporting will take place over five cycles, with three reported to parents. Reporting will be completed through the iSAMs Management Information Systems. Parents will be able to access a digital copy of their son or daughter's report through the parent app.

Attainment grades will be given using the assessment criteria table above. These grades will be between 7 and 1 and will represent attainment over a period of time. They should not represent one piece of assessment but include an assessment of attainment using a variety of assessment techniques. The grade should reflect an overall holistic judgement.

Behaviour for Learning (BFL) Grades will be represented by one of the following:

Exceeds expectations - **E**
 Meets expectations - **M**
 Working Toward expectations - **W**
 Below expectations - **B**

Descriptors for each Behaviour for Learning grade

Level	Description
E	The student displays an outstanding Attitude to Learning. He / She displays a thirst for learning and shows evidence that his or her learning has frequently continued outside the classroom. He / She is an independent learner but is also able to take on feedback quickly and positively. The student is highly organised and is always fully prepared for lessons. Homework is always on time and nearly always demonstrates their maximum potential. In class, the student is a sensitive listener as well as a mature communicator. He / She builds positive relationships with all those that he or she works with.
M	The student displays very good Attitude to Learning. He / She is always willing to learn and shows an interest in everything he / she does. He / She displays a positive attitude to setbacks and takes on advice for how to improve. The student is organised and is always prepared for lessons. Homework is produced on time and regularly reflects their potential. In class, the student communicates well with everyone in the class and shows his / her engagement in a variety of ways.
W	The student often displays good Attitude to Learning but this can be inconsistent. He / She is usually willing to learn and shows an interest in his / her work. He / She displays a positive attitude to setbacks and takes on advice for how to improve. The student is usually organised and is often prepared for lessons. Homework is most often produced on time, with occasional late submissions, and frequently reflects their potential. In class, the student generally communicates well with everyone in the class and is engaged in all activities.
B	The student does not always show a good Attitude to Learning. He / She may sometimes display a less than positive attitude to learning. The student may struggle, at times, to take on feedback on how he or she can improve. Sometimes, the student is not organised and does not bring the right equipment to lessons. Homework might be late or not produced to an acceptable quality. The student might need to develop more mature communication skills, such as listening carefully to others.