

2023-24 AHBS Primary Assessment policy and procedures

Primary Assessment for Learning (AfL)

Assessment for learning (formative assessment) looks at how assessment aids a learner; how it helps them understand what to do next and what they want to achieve. Assessment for learning is part of our daily practice as facilitators of learning. We cater for childrens' needs through deep and meaningful approaches to learning. We promote autonomous learning that actively engages children in tasks - so they see the point of what they are doing.

We achieve this by:

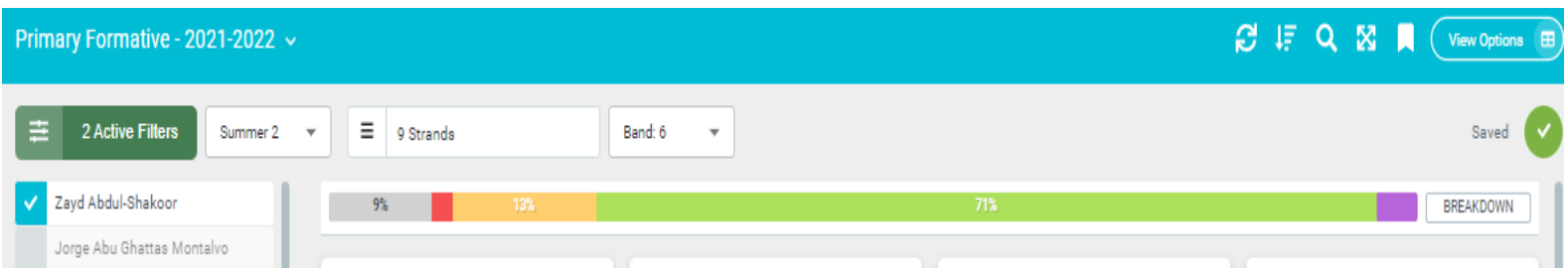
- Dialogue and feedback - conversation and interactions with other people's ideas and opinions. Feedback is not a one way transmission process: dialogue helps us to judge our own learning as it is happening. (Questioning and mini plenaries)
- Peer assessment - working with friends helps you find your strengths and weaknesses and improves your own judgement of how you learn in different situations. (book swaps, tool kits)
- Self assessment - to create something good yourself, you need to make judgments about how you can meet criteria and standards. (Success criteria, learning language)
- Final Feedback - this gives helpful insights to show what you are doing right and how to improve further. (marking -green and pink)
- This feeds into formative assessment judgments at data captures when inputted weekly into Sonar, alongside summative external data such as GL.

Sonar

We employ Assessment for learning (Afl) strategies in our daily teaching to inform our future planning on a day by day and week by week basis. This ensures our children have every opportunity to learn what they need to learn. We use Sonar markbook tiles to do this weekly for maths, reading, writing and science. Phonics to be updated regularly also using Read, Write, Inc (RWI) and Fresh Start.

Formative Judgements	Taught - not achieved	Working Towards	Working Towards +	Achieved	Achieved +	Greater Depth
	Working on year group below					Accessing mastery
Summative Judgements	Significantly Below - working at year group levels below	Beginning - accessing the year group with lots of support and scaffolding	Just At - accessing the year group with some support and scaffolding	At - independently achieving the tasks	Above - challenge pitched at above	Significantly Above - always accessing mastery tasks/ mini teacher
CAT 4 & GL SAS	<88			89 - 111	111 - 124	125+

Can see % for each individual child deselecting all and choosing individual children on the primary

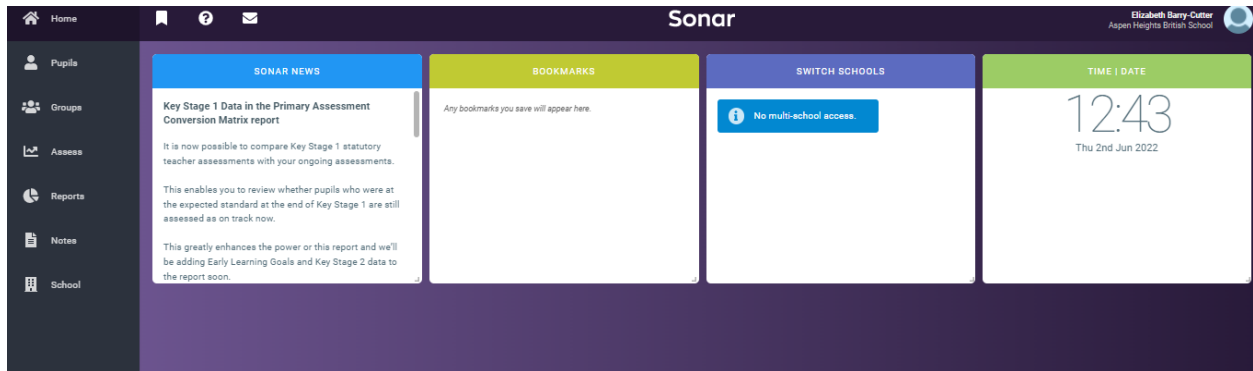


formative homepage.

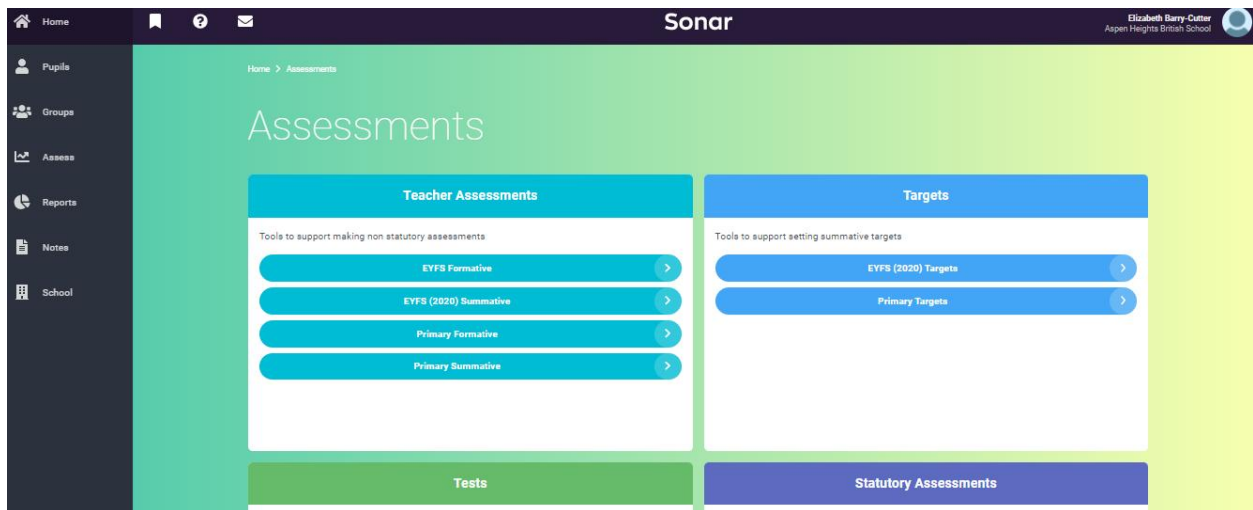
Formative assessment - tracking LOs taught

Homepage:

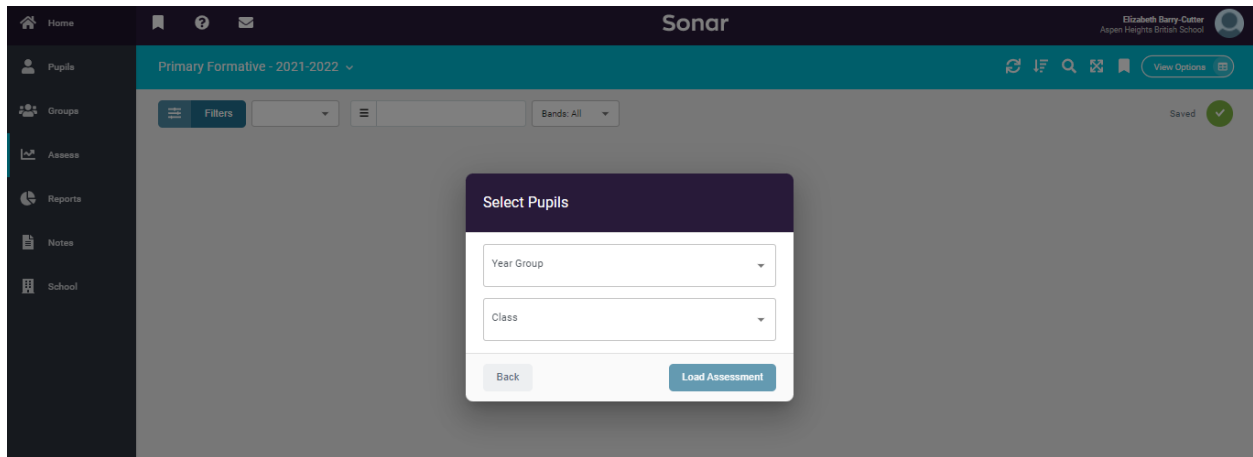
1. Select assess on the left hand side of the screen.



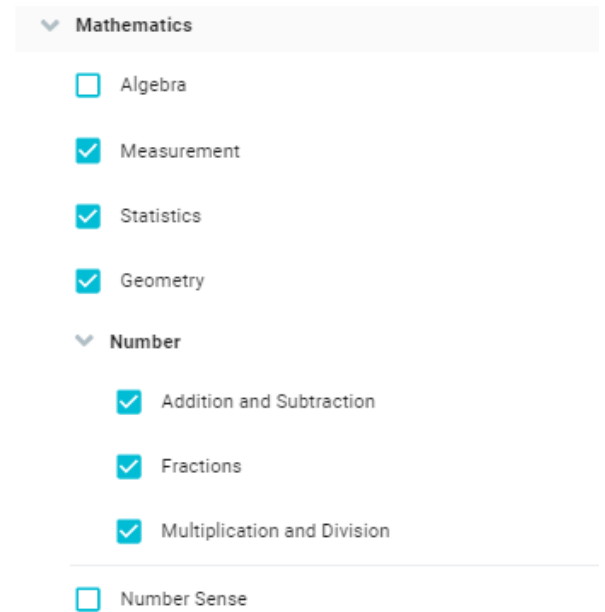
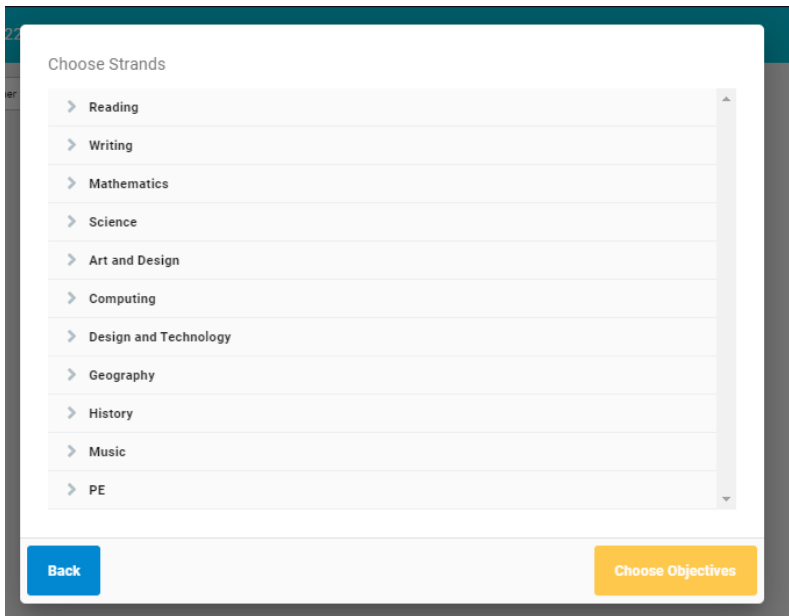
2. Then select primary formative.



3. Select year group and class.

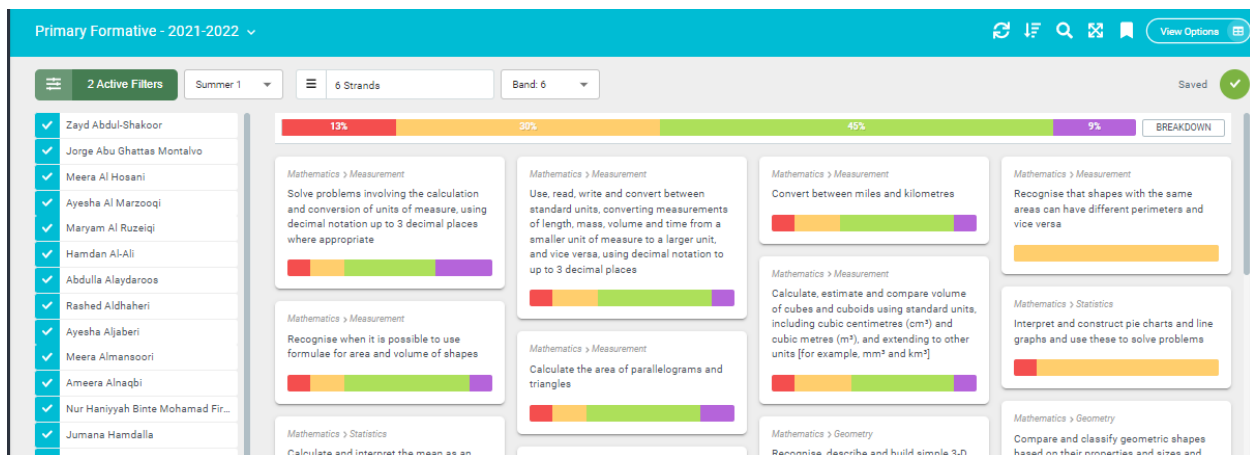


4. Select subject and subject strands if needed. Then click load objectives.

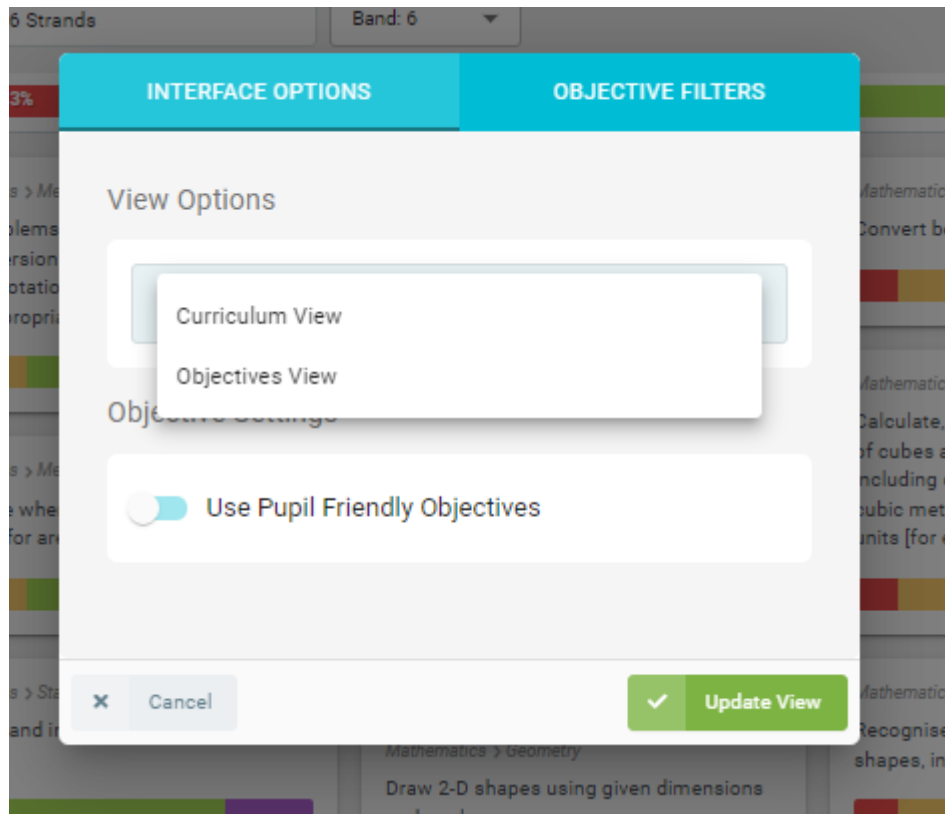


5. You will then see objectives come up as strands.

To see tiles click on view options at the top right hand side of the screen.



6. Click on curriculum view and the two options shown below will come up. Select objectives view then the update view - green button at the bottom right hand side.



7. The tiles view will then be shown and tiles can be updated.

Primary Formative - 2021-2022

2 Active Filters Summer 1 6 Strands Band: 6 Saved

	Zayd Abdul-Shakoor Year 6 - Dolphins	Jorge Abu Ghattas M. Year 6 - Dolphins	Meera Al Hosani Year 6 - Dolphins	Ayesha Al Marzooqi Year 6 - Dolphins	Maryam Al Ruzeiqi Year 6 - Dolphins	Hamdan Al-Ali Year 6 - Dolphins	Abdulla Alaydaros Year 6 - Dolphins
Band 6 Solve problems involving the calculation and ... up to 3 decimal places where appropriate							
Band 6 Use, read, write and convert between ... decimal notation to up to 3 decimal places							
Band 6 Convert between miles and kilometres							
Band 6 Recognise that shapes with the same area can have different perimeters and vice versa							
Band 6 Recognise when it is possible to ...							

8. This is shown at the top of the screen active filter options are shown below, you are able to choose the term, change strands within the subject you are updating and which band (year group) you are working on.

Primary Formative - 2021-2022

2 Active Filters Summer 1 6 Strands Band: 6

Pupil Filters

Clear Filters

Contextual

Year Year 6 ▼	Pupil Groups Dophins ▼	Focus ☒ EAL ☒ Pupil Premium ☒ FSM ☒ In LA Care ☒ Service Children
Birth Month ▼ to Month ▼	Group ▼	
Season ▼	Contextual Gender ▼	
School Entry Date to Date	First Language ▼	
Attendance (0% - 100%) <input type="range"/>	SEN ▼	
	SEN Need ▼	

Cancel

Apply Filters

Expectations of formative assessment:

- Updated weekly in team meeting
- Can be used on the go in lessons
- Use for target group sessions for intervention

New Joiners

Throughout the year, you will receive new children joining your class. Please see Head/ Deputy Head of EYFS & Primary to look at the child's entry assessment paper and previous school report. As we do PITA, the child can participate in learning as usual and update Sonar formative. If they are Year 3 or above, they must complete a CAT4. Contact Glenn to arrange their login.

Time Frames:

	Dates	Reading	Maths	Science	Writing	Phonics
Autumn 1 Aut 1 Data - Update from 3.2 No grades below summer 3.2 unless discussed and agreed with SLT.	Star assessments - WB: 02.09.24 WB 30th September - CAT4 30th -4th October Summative judgements updates core subjects. 24th October - Data analysis in Twilight	Aut 1 update - formative based on learning in lessons. CAT4 for Year 3 and above - WB 30th September 2024				Aut 1 RWI/ Fresh start Assessment s
RWI assessments - WB 30.09.24 - Y3 with CAT 4?						
Autumn 2 Aut 2 Summative assessments and judgements.	25th Nov- 29th Nov Summative judgements deadline - share assessment slides CPD 20th? 4th - 6th Dec Moderation year groups/SLT 9th - 13th Dec Data analysis / pupil progress deadline Report deadline: Wednesday 11th December	Book level AR Education City Learning in lessons	Mathletics	Standardised assessments	Moderation CPD	Aut 2.2 summative assessments and judgements . RWI/Fresh Start
RWI assessments - WB 18.11.24						

Spring 1 Spr 1 Data Update	3rd - 7th Feb Summative judgements updates core subjects.	Spr 1 update - formative based on learning in lessons.				RWI/ Fresh start
RWI assessments - WB 03.02.25						
Spring 2 Spr 2 Summative assessments and judgements.	By 11th March Summative judgements deadline - share assessment slides CPD phase Monday 24th Feb? 12th - 14th March Moderation year groups/SLT 17th March -19th March Moderation in phase 19th - 21st March - Data analysis / pupil progress deadline in CPD Report deadline: Wednesday 19th March	Feb data drop 2	Feb data drop 2	Feb data drop 2	Writing Reflection Feb data drop 2	Spring 2.2 review Feb data drop 2
RWI assessments -17.03.25						
Summer 1 Summer 1 update	12th - 16th May Summative judgements updates core subjects.	Summer 1 update - formative based on learning in lessons.				
RWI assessments - 12.05.25						
Summer 2 ADEK GL Testing window - 6th May till 14th June	6th May -7th June GL assessments TBC 10th - 14th June - mop up GL TBC 9th - 13th June - Sum 2 judgements for SA and moderation year groups/ SLT	3.1 refresher May data drop 3 1,2,3, 4, 5, 6 PTE	3.1 refresher May data drop 3 1,2,3, 4, 5, 6 PTM	3.1 refresher May data drop 3 3, 4, 5, 6 PTS	3.1 refresher Writing Reflection Moderation May data	May data drop 3 RWI/ Fresh start 5th June - end of term 3 RWI assessment

	16th - 20th June - Inputting GL & data analysis Report deadline: Tuesday 24th June				drop 3	s (over 2 weeks) Summer 3.2 review
RWI assessments - 16.06.24						

Data captures happen each half term - 1st half of the term is based on teacher judgement and 2nd half of the term is based on more rigorous processes including testing and moderation. This point in time assessment (PITA) enables pupil targets to be set, progress monitored, and intervention and teaching methods amended as appropriate. Moderation of levels is essential if pupil progress and teacher performance is going to be measured against baseline. The subjects recorded are reading, writing, maths, science and phonics.

[PITA explained](#)

Process of moderation:

Moderation allows the opportunity for staff to confirm judgements using a range of evidence and comparing these with 'like' children either across their year group/ phases.

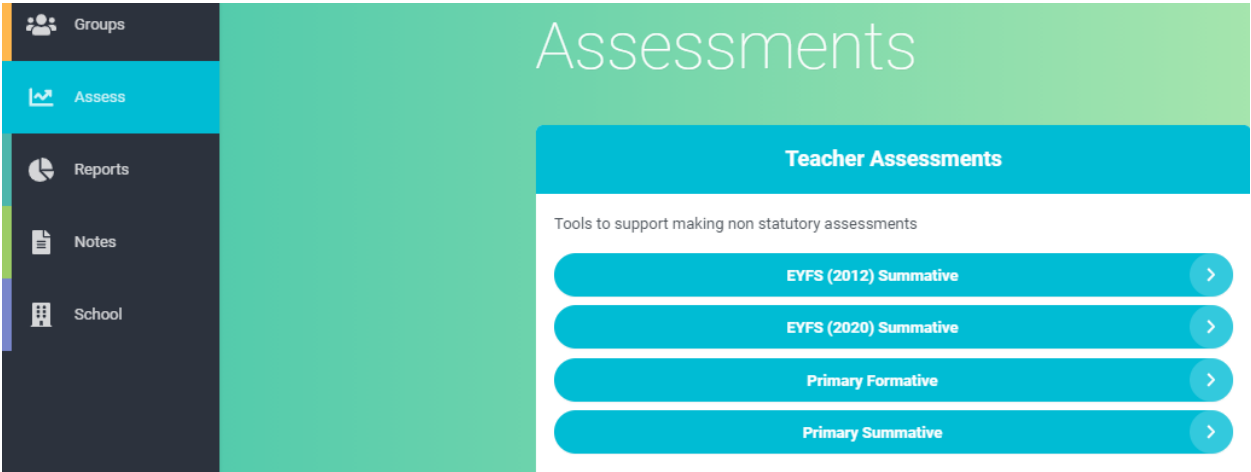
1. CT will select pieces of work/ evidence they are unsure of from their class to review and moderate.
2. All available evidence- from the pupils work, Sonar formative & summative judgements and portfolios to support judgments should be looked at and levels agreed, or amended as necessary.
3. This will take place in phases before each data deadline (Autumn 2, Spring 2, Summer 2) focusing on Reading, Writing, Maths and Science.
4. Teams then work together to complete the Sonar SA judgements to ensure consistency across the year group.
5. EXLT/ SLT will then take a sample to further conclude the outcome of the moderation process.
6. Once this process is completed, data reports can be generated. Pupil Progress will be updated at the 3 main data drops to check on attainment and progress points.

Summative data recording:

Summative judgements

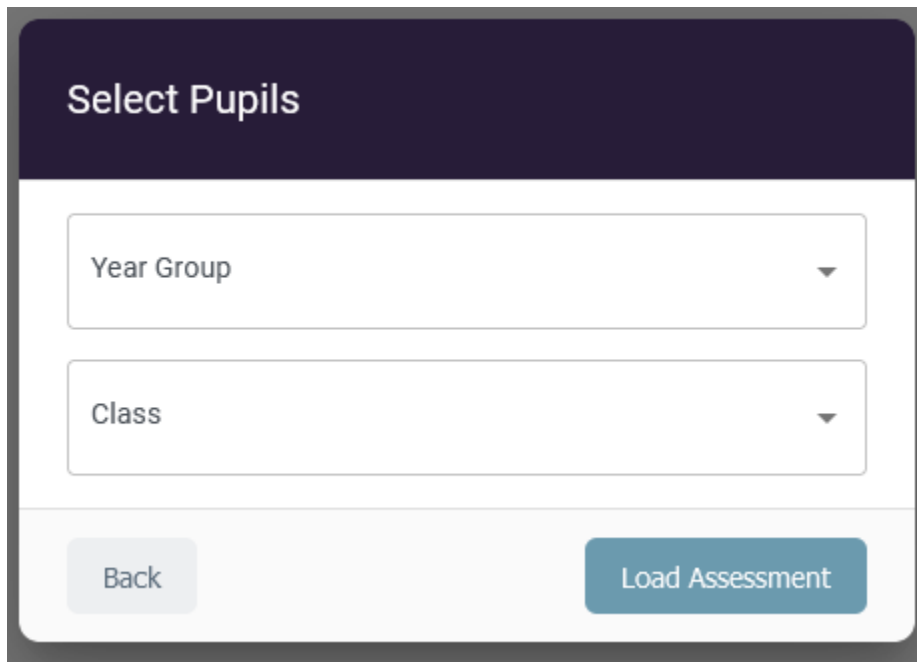
Significantly Below	Beginning	Just At	At	Above	Significantly Above
Working at year group levels below	Accessing the year group with lots of support and scaffolding	Accessing the year group with some support and scaffolding	Independently achieving the tasks	Accessing the red chilli challenges, and doing mastery tasks	Always accessing mastery tasks/ mini teacher

To add summative data go to the assess icon on the left sidebar.



From the Teacher assessments list select Primary Summative

When the Select Pupils dialogue opens use the pull down menus to select the year group(s) and/or classes. Then, click Load Assessment.



The image shows a 'Select Pupils' dialog box. It has a dark purple header with the title 'Select Pupils' in white. Below the header, there are two white rectangular boxes with rounded corners. The first box contains the text 'Year Group' and a small downward-pointing triangle on the right side. The second box contains the text 'Class' and a similar downward-pointing triangle. At the bottom of the dialog, there is a light gray bar containing two buttons: a 'Back' button on the left and a 'Load Assessment' button on the right. The 'Load Assessment' button is blue with white text.

The input page opens with the selected pupils and the subjects for the current time period. The academic year, assessment time period and subject can all be adjusted as by using the pull down menus or the View Options. The pupils can be amended by using the Filters button.

Sonar

Primary Summative - 2021-2022

1 Active Filter Spring 1 Core Subjects

Saved

	Reading	Writing	Mathematics	Science	Spoken Language
Ara Baseley Year 5, Einstein	JA		JA	At	B
Ayoola Baseley Year 5, Einstein	JA	JA	JA	B	A
Osama Chapman Year 5, Einstein	JA	JA	JA		
Dalry Cook Year 5, Einstein	At	At	JA		
EA1 EA1 Year 5	SA	JA			
Chandini Gentry-Potter Year 5, Einstein	At		At		
Jacob Godon Year 5, Einstein	JA	JA	At		
Shuggy Godon Year 5, Einstein	JA	At	JA		
Claire Goodwin Year 5, Einstein	JA	At	JA		
Yusuf Hughes Year 5, Einstein	JA	JA	JA		
Sudh Javri Year 5, Einstein	JA	JA	JA		
Emma Maloney Year 5, Einstein	JA		JA		
Ammarah Newland Year 5, Einstein	JA		JA		

To add an assessment click the appropriate cell for the pupil and aspect and the Choose Code tool opens.

Here you see the list of possible assessment categories.

The following shows the SA judgements. We will not use the SB (significantly below) category - children who are significantly below will be given a judgement in the year group below. Their mark will appear as the year group below and the colour will automatically be red.

Choose Code

Significantly Below

Beginning

Just At

At

Above

Significantly Above

Clear Result Show All Codes

If you click all codes it will show options below that you can choose. Only select B, JA, At for year groups below.

Choose Code				
Engagement Model	EM			
Nursery 1	B	JA	At	A
Nursery 2	B	JA	At	A
Rec	B	JA	At	A
Band 1	B	JA	At	A
Band 2	B	JA	At	A
Band 3	B	JA	At	A
Band 4	B	JA	At	A
Band 5	B	JA	At	A
Band 6	B	JA	At	A
Band 7	B	JA	At	A
Band 8	B	JA	At	A
Band 9	B	JA	At	A
✕ Clear Result 🔍 Hide All Codes				

[Screencastify for summative assessment input.](#)

Data Analysis Reports for Teachers & Leaders

Data will be analysed using three statements:

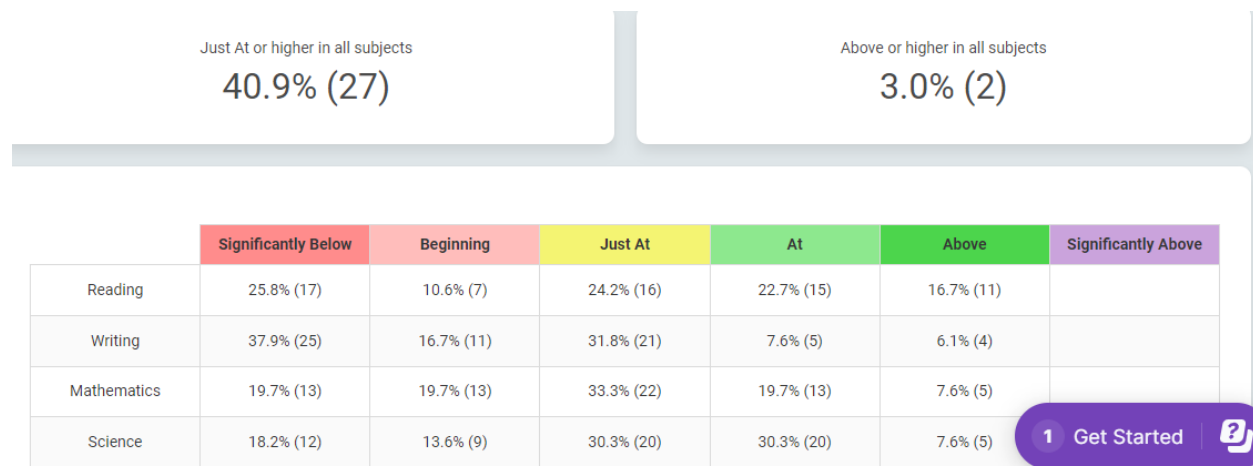
Working within ARE - B, JA, At, A, SA

Working above minimum ARE - JA, At, A, SA

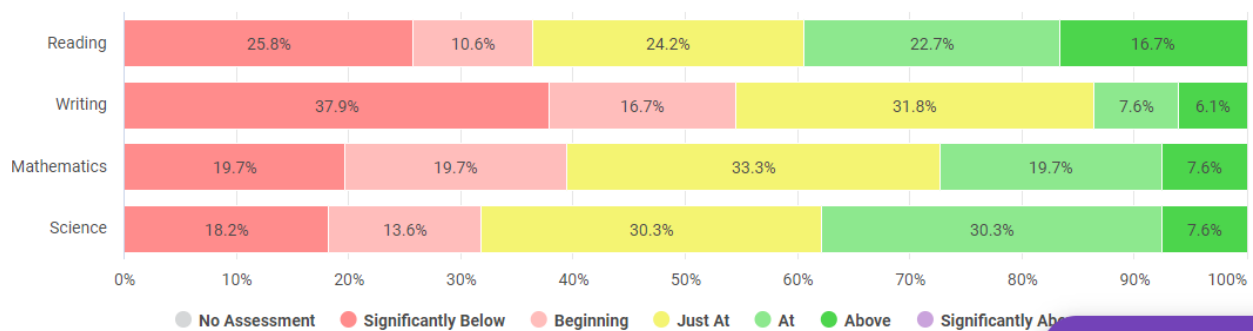
Working above ARE - At, A, SA

Primary Age Related Overview

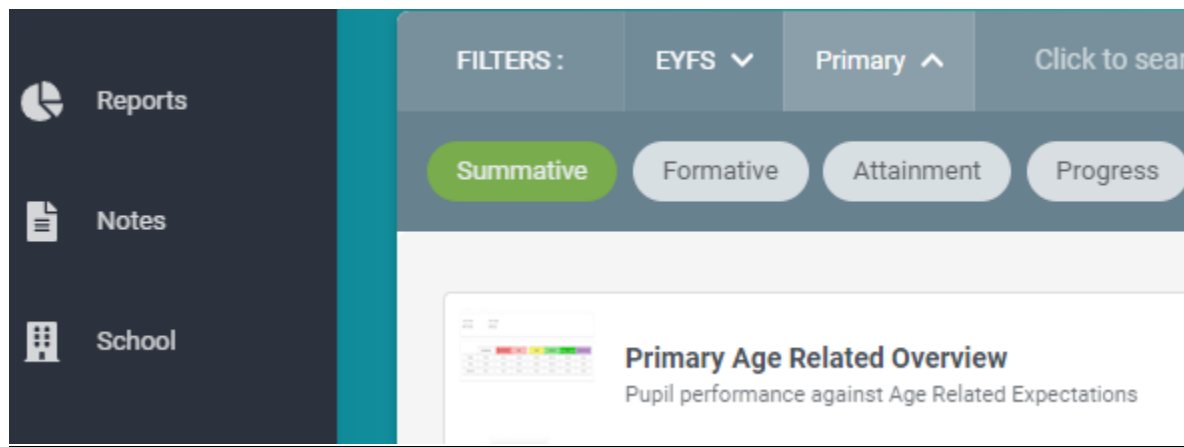
Gives a clear overview of the class for core subjects. You are able to click on percentages to see the children working in different summative judgements, which can help you to clearly see the children that need intervention or support.



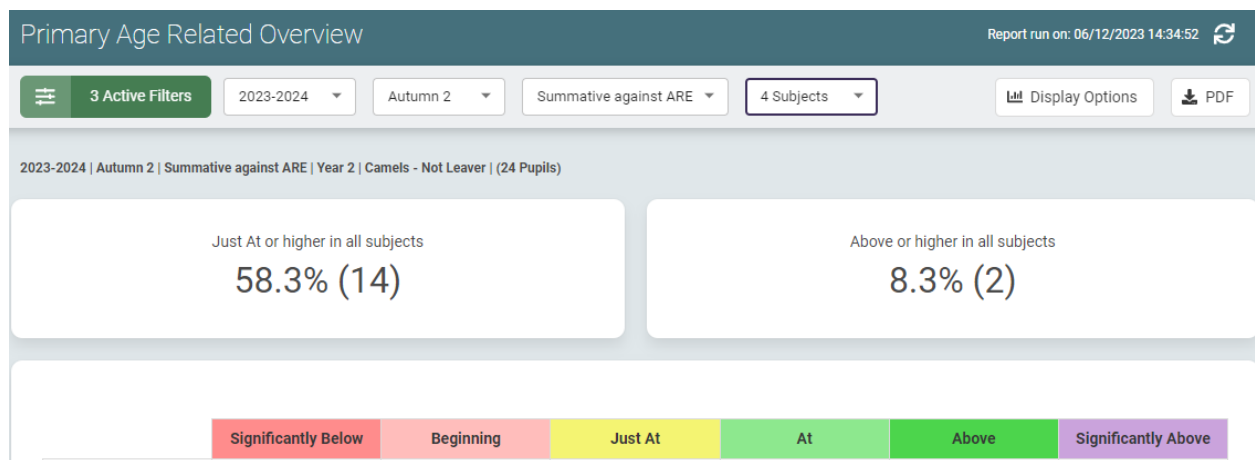
This report also shows you a clear overview of attainment in the class by displaying summative judgements as strands for each core subject.



Go to Reports and select this report:



Enter year group and class and check timeframe year, term & subjects



Data Analysis Reports for Leaders

* When creating reports in Y1-Y4 - make sure you select year group and all class names so that Oasis children are not included.

Year group leads to be able to report on each class within a year group and to identify:

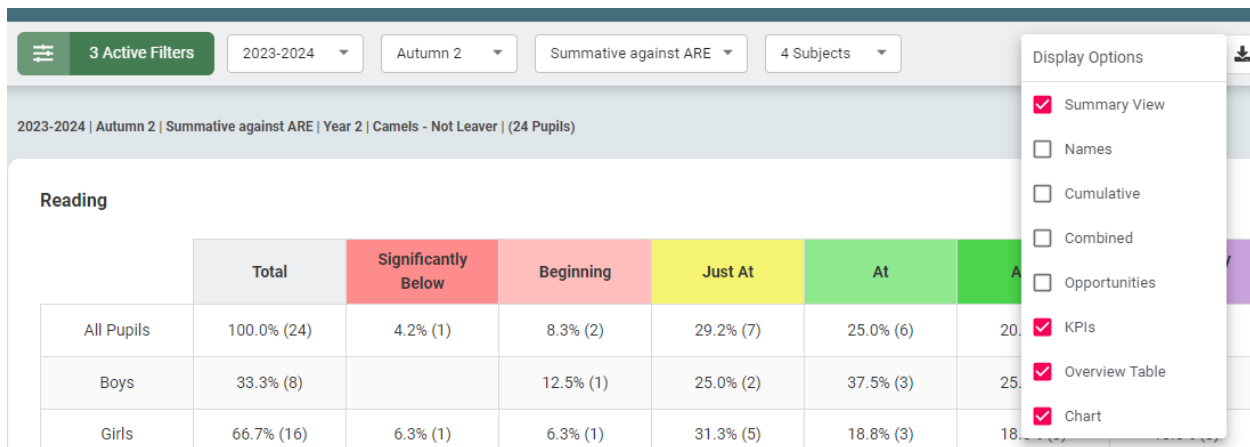
- Children who need intervention/ support for each class
- To know within each class who is Sig B,B, JA, At, Ab, Sig Ab
- To use Primary Age Related Progress for year group data each half term to identify pupils on track or higher and those who are not for each core subject.

Curriculum leads will:

- Use Primary Age Related Progress for year group data each half term to identify pupils on track or higher and those who are not for each core subject.
- Share data analysis with YGL and will work with YGL to amend LTP/MTP to create opportunities in learning to plug the gap.

See snips of how to create reports from class teachers above but only select year group & classes to remove Oasis children.

Select display options - click summary view for breakdown



The screenshot shows a data reporting interface with the following filters: 3 Active Filters, 2023-2024, Autumn 2, Summative against ARE, and 4 Subjects. The table displays Reading scores for Year 2 Camels - Not Leaver (24 Pupils).

	Total	Significantly Below	Beginning	Just At	At	Above
All Pupils	100.0% (24)	4.2% (1)	8.3% (2)	29.2% (7)	25.0% (6)	20.0% (5)
Boys	33.3% (8)		12.5% (1)	25.0% (2)	37.5% (3)	25.0% (2)
Girls	66.7% (16)	6.3% (1)	6.3% (1)	31.3% (5)	18.8% (3)	18.8% (3)

The 'Display Options' menu is open, showing the following settings:

- ☒ Summary View
- ☐ Names
- ☐ Cumulative
- ☐ Combined
- ☐ Opportunities
- ☒ KPIs
- ☒ Overview Table
- ☒ Chart

To identify target children - select 'opportunities' in display view.

You can also select 'separate classes' when not in 'summary view'.

* To find UAE National data - select UAE filter in 'Group' Also SEN data is 'SEN' in 'Group'

Pupil Filters

Clear Filters

Contextual

Year Year 1	Pupil Groups Desert Snakes, Foxes...	Focus ☐ EAL ☐ Pupil Premium ☐ FSM ☐ In LA Care ☐ Service Children ☒ Leavers
Birth Month to Month Season	UAE Filter Contextual Gender First Language SEN SEN Need	

School Entry
 Date to Date

Attendance (0% - 100%)

	Significantly Below	Beginning	Just At
Reading	78.9% (60)	21.1% (16)	
Writing	89.5% (68)	10.5% (8)	
Mathematics	76.3% (58)	23.7% (18)	
Science	35.5% (27)	64.5% (49)	

UAE Nationals	53.9% 76		78.9% (60)	21.1% (16)				
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Then add over the info on your doc by creating a small table for each subject to add info shown directly for UAE Nationals and SEN.

ADEK Data Doc - EXLT

EXLT will complete the ADEK data doc reporting on GL Stanine and progress, as well as Internal Data.

Key code for internal data:

% students achieving levels below Expectations = significantly below

% students achieving minimum Expectations = beginning, just at, at, above & significantly above

% students achieving levels above Expectations = at & above & significantly above

Primary Summative Progress Analysis

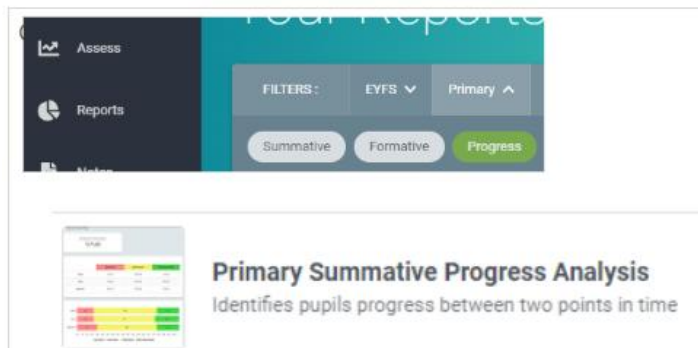
We will measure progress from Autumn 1 to Summer 2 using Point In Time Assessment (PITA). This means that you have assessed children based on the objectives that have been taught.

Expected progress = same attainment level across the academic year eg at - at - at.

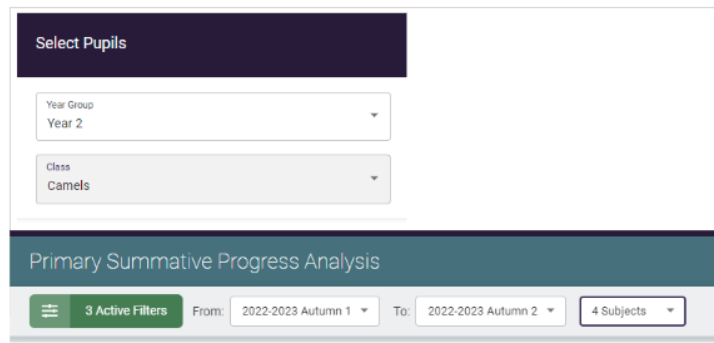
Better than expected progress = attainment has risen across the year eg at - at - above

Please see screenshots below on how to access the primary progress summative analysis report:

Reports - Primary - Progress



Select class - check assessment points & subjects

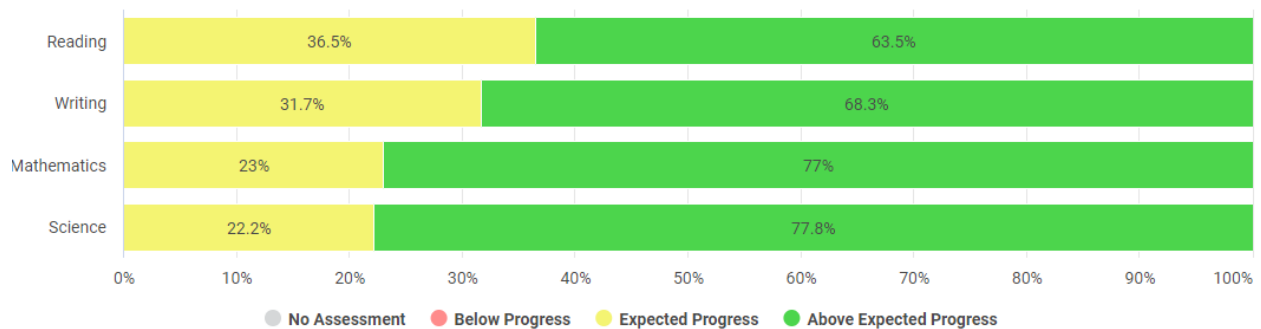


Expected progress or higher in all subjects

100.0% (126)

	Below Progress	Expected Progress	Above Expected Progress
Reading		36.5% (46)	63.5% (80)
Writing		31.7% (40)	68.3% (86)
Mathematics		23.0% (29)	77.0% (97)
Science		22.2% (28)	

1 Get Started



	Reading			Writing			Mathematics			Science		
Name	Aut1 22-23	Aut2 22-23	Progress	Aut1 22-23	Aut2 22-23	Progress	Aut1 22-23	Aut2 22-23	Progress	Aut1 22-23	Aut2 22-23	Progress
Aaron Danish	B	At	↑	B	At	↑	B	At	↑	JA	At	↑
Abdalla Almheiri	B	B	✓	B	B	✓	B	JA	↑	B	B	✓

External Data

In CPD we will train staff how to triangulate external with internal data, which will be reported to families to support their children. At different times other international assessments are required to be carried out to monitor trends in student achievement in maths, science and English. Adek will notify the school of these dates and the year groups that are involved.

GL Assessments

CAT4 - These reports inform us of a student's reasoning (thinking) abilities in 4 areas: spatial, verbal reasoning, non verbal and quantitative. These four areas support learning strategies and give an indication of attainment in different core subjects. We will use student profiles to determine groups of learners within the 4 batteries and tailor teaching and learning within classes and year groups. CAT4 is completed on entry to the school for Y3-Y6. We use this to support pupils readiness for progress tests.

Progress Tests - The GL progress tests (PT) are completed at the end of each academic year. These tests are set against national averages for a UK school and we use these tests in English, Maths and Science. These tests help us to: assess in the core subjects using the Standardised Age Score (SAS), track progress at an individual and cohort level, indicate gaps in knowledge and standardise assessment across the school. PT are completed at the end of each academic year for Y1-Y2 in English and Maths and Y3- Y6 in English, Maths and Science. We inform children and families about upcoming assessments and provide a family workshop to give them further information.

All assessments are invigilated under the recommended guidance. Moderation happens across teams to triangulate fairly internal and external data.

SAS - 0-88= below, 89-111= at, 112 - 124 = above, 125+ = Sig above

Stanine ADEK terms - 5 = minimum, 6 = above

Please see attached slides to support how to add PT scores onto Sonar and analyse these: [Sonar Test Scores Reporting](#) These are to be added at the end of the academic year.

STAR Assessment- Years 3 - Year 6

Years 3 - Years 6 participate in STAR Assessment to support engagement and develop reading skills. An age standardised score converts a pupil's "raw score" to a standardised score which takes into account the pupil's age in years and months and gives an indication of how the pupil is performing against a national sample of pupils of the same age. Within STAR, the standardised score is referred to as the Normed Referenced Standardised Score (NRSS). The following parameters are comparable between GL progress tests and STAR Reading Assessments:

<https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/after-the-test/quick-data-guide>

YG Below	SAS Below 73	stanine 1
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Beginning	SAS 74 - 81	stanine 2
Just At	SAS 82 - 88	stanine 3
At	SAS 89 - 96	stanine 4
At	SAS 97 - 103	stanine 5
Above	SAS 104 - 126	stanine 6,7,8
Sig Above	SAS 127 and above	stanine 9

Inclusion Assessments

Please refer to the Head of Inclusion and Inclusion Policy for this information. Wellcomm assessments will be carried out on all children who have been referred in regards to their speech, language and communication needs throughout the year. These results will be shared with you. Adaptation and modification support are planned for and carried out across all subject area, year groups alongside support from the inclusion team. This is then taken into consideration during assessment testing windows.

Approved by the school's Governing Board date: