Assessment Policy	
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Rationale

At The Bloomington Academy, Ajman (TBAC), we believe that accurate, timely assessment coupled with feedback is a powerful means of supporting all students to make excellent progress. Assessment supports and informs quality teaching for effective learning, while giving learners and parents the feedback they need to understand what they need to do to improve.

What are the purposes of assessment at TBAC?
- Provide valid and reliable data to make accurate evaluations on the school's progress against our external curriculum and examination benchmarks.
- Provide a reference point so that the school's performance may be compared to international standards for self-evaluation purposes and continous improvement.
- Provide broad and valid measures on student' academic progress and performance levels against subject specific knowledge and skills.
- Provide board and valid measures on student' personal and social development.
- Provide big-picture data on trends, patterns and attainment of our students and individual progress and areas of concern.
- Support in the self-evaluation, and evaluation of the performance of teaching, teachers, and subjects within the school to inform school improvement processes.
- Empower individual teachers with the data that they need to always set appropriate targets and good levels of challenge for learners.
- Empower individual teachers with the formative and summative data that informs the individual students' strengths, areas of improvements and next steps in their learning.

What are our approaches to assessment?
At TBAC, we perform the following approaches to assessment:
- Diagnostic assessments for new-registered students.
- Baseline assessments at the start of the year for all students.
- Ongoing classroom formative assessment.
- Mid-Term and End-of-term summative assessments.
- CEM assessments in Phase 1.
- GL PT, CAT4, PISA, PIRLS, TIMMS, NAEM, ABT, IBT tests and Cambridge Checkpoint exams in Phase 2 and 3.
- IGCSE AS-/A-Level and Pearson BTEC Level 3 Diploma programme in Phase 4.

How do we use this data?
In Phase 1, CEM data is used to identify individual strengths and weaknesses to inform differentiation, and intervention approaches regarding literacy, numeracy and language, personal-social and motor skills development. Students are grouped into advance, on-track, need-support and needs-intervention categories based on CEM data. Adjustments are made to classroom planning and learning centres based on CEM findings. CEM data is used for inclusion referrals and to inform IEPs and further assessments. Question analysis is employed to inform the KG strategy of 'A Question a Day' (AQAD) which supports filling in gaps in subject knowledge.

In Phase 2-4, CAT4 and GL PT data is used to inform the seating plan arrangements of students. Individual strengths and weaknesses shared by these assessments such as verbal-biasses are used to inform how students are paired and grouped. This information is used to tailor group- and individual-differentiation tasks for students, for instance, employing 'Each-One-Teach-One'

collaborative strategies where a verbal-bias students is paired with a visual-bias students for an activity involving speaking, and drawing. Question analysis is used to inform curriculum modification to ensure that gaps in subject knowledge are filled.

What does our formative assessment look like?
Formative assessment can take place in the following (non-exhaustive) ways:
- Questioning.
- Group presentations.
- Completion of differentiated worksheets.
- Use of mini whiteboards.
- Self-Assessment (SA), Peer-Assessment (PA), Teacher-Assessment (TA).
- Target setting.
- Verbal discussions and class dialogue.
- Use of online pop quizzes such as Quizziz.com/ Kahoot/ Waygrounds.
- Use of differentiated shared success criteria.
- Book looks of student work.

What does our summative assessment look like?
Summative assessments are completed three times a term. Summative assessment can take place in the following (non-exhaustive) ways:
- End-of-term unit assessments.
- External benchmark examinations.
- External coursework.
- Blueprints of assessments to break-down knowledge and skill acqusition.
- Mock examinations.

How do we ensure assessment information is valid, accurate and reliable?

All internal assessments are written at a departmental level in a collaborative fashion. Assessments are checked at multiple levels of quality assurance involving peer-checking, Head of Department checking, Academic Coordinator checking and finally the Examinations Head alongside the Principal. Assessments are checked for: (1) alignment with the curriculum and KPIs; (2) a range of challenge reflecting external-equivalent assessments and (3) time-challenge of the assessment. From time-to-time school leaders will complete these assessments as a trial-fashion themselves to check the feasibility of the assessment.

After assessments are completed, marking is again done in a collaborative fashion in marking parties. Each class are assigned buddy markers, and the academic teams will moderate samples of exams to ensure the reliability of marking between different teachers. Final marks are double-checked before submission to data-entry systems.

As part of standardisation processes, once final marks are available, these marks are then checked against student targets, student notebooks and formative assessment information to review and evaluate the quality of assessments produced and inform future examination creation processes.

An overview of our external benchmark assessments:

Assessment	Overview
CEM	This gives data on early literacy, numeracy, language, personal-social, memory, reasoning and motor skills. It informs academic ability and primary school readiness.
GL Progress Tests (PT)	These assessments give an end of year summary of progress made for the core subjects of English, Maths and Science. This data enables gaps in subject knowledge to be identified.
ABT (Arabic)	These assessments help the MOE academic teams to understand students' proficiency in grammar, spelling, reading and vocabulary.
GL CAT4	These assessments serve as a diagnostic tool for the cognitive abilities of individual children. They support students, parents and teachers to understand the learning strengths (biases) of their children, and areas they may need further support.
TIMSS	TIMSS is a national agenda priority. Information from these Maths and Science assessments is used alongside GL PTM, and PTS to support out understanding of student progress.
PISA	PISA is a national agenda priority. This information supports the school in understanding students reading, mathematics and science knowledge and skills.
PIRLS	PIRLS is a national agenda priority. This information supports the school in understanding students reading skills.

How is assessment done in Early Years?

Students are observed formally and informally. Students are observed by their teachers in various learning contexts (sometimes spontaneously) which is child-led and/or adult-led / and free-play. All observations are tracked through anecdotal ongoing assessment. This ongoing assessment data is entered into the school's Progress Tracker. As a piece of evidence, all assessment data is stored in the form of photographs, videos and it is stored on ClassDojo as a form a student digital portfolio.

A comprehensive assessment is completed at the end of the EYFS called the EYFS profile. This provides a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

EYFS Practitioners will use this evidence to judge whether a child's learning is:
- Not yet reaching expected levels (emerging).
- Meeting expected levels (expected).

Accurate assessment requires a two-way flow of information between settings and home, and the school will ensure that processes are in place to consult parents about their child's development and achievements at home.

Assessment rating EYFS judgement:
1 – Indicates a pupil who is at the 'emerging' level at the end of the EYFS
2 – Indicates a pupil who is at the 'expected' level at the end of the EYFS
3 – Indicates a pupil who is at the 'exceeding' level at the end of the EYFS

Recording and analysis of school data

All student formative and summative data is entered into the school's Progress Tracker. The data in this Progress Tracker is analysed, by all stakeholders including teachers, Heads of Departments, Academic heads, the Examinations officer and other leaders.

What further assessment does the Inclusion department do?

Our Inclusion department, in addition to our standard assessments, will chose individualised assessments when students are referred. These assessments support in the identification of student learning needs.

How do we report information to parents?

- Subject teachers will email parents regarding celebrating or sharing concerns for recently completed formative assessments.
- Student celebratory activities such as star of the week, pastoral rewards assemblies inform parents of their childs academic success.
- Termly Parent-Teacher-Meetings (PTM) take place in which parents are informed of their childs progress.
- Termly reports are generated and sent to parents with formative and summative assessment data, CEM, CAT4, GL PT and ABT data as well subject comments and class teacher "form tutor" comments.