

# **Assessment**

## ***Frequently Asked Questions EYFS - Key Stages 1, 2, 3***

**Academic Year  
2022 – 2023**

# Curriculum Questions

## 1. What is a British Curriculum?

A British Curriculum outlines the knowledge and the skills that students are expected to be taught and acquire during their time at any British International School from FS1-Year 13. It means the curriculum is taught in English. The curriculum model chosen to deliver the British curriculum maybe, Early Years Curriculum (EYFS) The English National Curriculum (ENC) The Cambridge Curriculum(CIE) iSecondary Pearson (IS) IGCSE, A Level, Pearson (Edexcel)

### 1.1 What model do we use at our School?

We use a combination of all three models EYFS for Early Years Students, Cambridge (CIE )for English, Maths, Science and English National Curriculum ( ENC)for all other subjects in the Primary and Secondary Section

## 2. What is a Key Stage?

The curriculum is divided into development areas. Each area is called a Key Stage. In the GCBS | Curriculum we have: Early Years/KG, Key Stage 1, Key Stage 2, Key Stage 3.

<b>UK Early Years FS1, FS2</b>	<b><u>Key Stage 1</u></b> KG1 - UK FS2 KG2 – The First Year of School (UK Year 1) Grade 1 UK Year 2 Grade 2 UK Year 3
<b><u>Key Stage 2</u></b> Grade 3 UK Year 4 Grade 4 UK Year 5 Grade 5 UK Year 6	<b><u>Key Stage 3</u></b> Grade 6- UK Year 7 Grade 7-UK Year 8 Grade 8- UK Year 9/Foundation to IGCSE

## 3. What is Attainment?

We use the term ‘attainment’ when referring to children’s levels of achievement. Achievement means how far they have come on the journey in reaching the outcomes **at the end of a Year/Grade or Key Stage.**

## 4. Do the English National Curriculum (ENC)and Cambridge Curriculum have examinations at the end of each year?

**No**, the National Curriculum has a Standardised test at the end of each Key Stage. These are called SAT’s. These are tests set by the UK Government and are taken by students **in the UK only.** The Cambridge Curriculum have external Checkpoints but these are not mandatory.

#### 4.1 Does the GCBS curriculum have examinations at the end of the year?

**Yes**, but these are called **Progress Tests**. They are used to confirm the teacher's judgement of the student's progress in achieving the curriculum outcomes throughout the year.

#### 5. What does the School Progress Test measure?

It measures the students' attainment in regards to **the outcomes** they have been taught during the Key Stage time frame.

#### 6. What is my son / daughter expected to achieve by the end of each year?

By the end of the year they should have achieved **almost all** of the outcomes set out in the curriculum, which a student of their age would be expected to achieve.

We will **not** expose children to the next year's outcomes until we have exhausted every possible way of exploring their current year's outcomes in a richer and deeper manner. This is called **exceeding expectations** at Primary Level and at EYFS Level and shows students have **mastered** the outcomes and can apply them in a variety of contexts.

#### 7. What does this mean for my child?

A child who is in Grade 1 and is working at age related expectations would be:

- By the end of the autumn term: students will have partially met or met the Year 1 Key Outcomes taught that term; (Student will have met **less than half** of the outcomes for the year)
- By the end of the spring term: students will have partially met or met the Grade 1 Key Outcomes taught for Term 1 & Term 2; (Student will have met approximately **half** of the outcomes for the year)
- By the end of the summer term: Students will have met **All, almost All, the Majority** of or **Some** the outcomes for the year (depending on their initial starting point.)

#### 8. What is an Outcome?

An Outcome is a description of exactly what a student is expected to learn in any curriculum area. The outcome is often referred to as a **KPI** (a Key Performance Indicator)

#### 9. How many Outcomes are there in the ENC /Cambridge Curriculum?

Each subject has its own set number of Outcomes.

#### 10. Where can I find the Outcomes?

These can be found monthly in the Curriculum Guide which will start in September.

#### 11. What order are the Outcomes taught in?

The Outcomes are matched to a theme or topic. They can be taught in any order.

**12. Do the students only get taught an Outcome once?**

**No.** Students have many opportunities to master an Outcome during the year and the Key Stage.

**13. How do we know a student has achieved an Outcome?**

The tracking, monitoring and evaluation of a child’s attainment and progress in obtaining an outcome takes place daily in lessons through: questioning, marking and talking to children about their learning. It takes place weekly, termly and annually through the end of unit assessments and tests. The student will also have a green triangle beside the outcome in their copybook or on their report card which indicates they have mastered and achieved the outcome.

**14. How do I know if my child is making progress?**

From the start of Term 1 in the Academic Year 2022

For each Outcome, we use, in students’ copybooks, the following colours to explain how deep a child’s knowledge, skills and understanding are:

Orange / Yellow: Working Towards (WT)

Green: Met (ME) the Outcome and is Meeting expectations for that learning cycle.

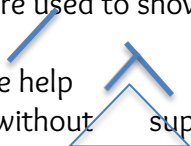
Blue Mastery(EX)Securely Met the Outcome





Symbols are used to show the level of support / help the student needs:

With help

With some help

Achieved without support



Terminology Symbol	What does it mean?
– Amber Working with help  Working with some help 	Child is able to work with scaffolding, and prompts.
Green – Meeting Expectations 	Child is able to work with minimal scaffolding, and prompts and they are beginning to use and apply their knowledge.
Exceeding Mastery 	Child is able to work independently without scaffolding ,prompts and apply their knowledge in a number of different contexts



This tracking, monitoring and evaluation of a child’s progress and attainment inform you and the teacher so areas for development can be swiftly addressed.

### 15. Does an Outcome have a Mark or Percentage Score?

In each Grade marks and grades have been replaced. Now there are **Stages of Learning** in every class. In Grade 1 – 8 we use the same terminology in each Grade group. The stages in learning are: Significantly Below, Below, AT, Above, Significantly Above

In Early Years Students are measured as being Emerging, **Expected**, **Exceeding** within the expected development which is measured **in months** not years. SO NO MORE MARKS AND NO MORE GRADING USING - A, B, C, D, E, F in Early Years or Grade 1 - 8

Tracking of Key Outcomes:

Terminology	What does it mean?	When is it expected?
(Bronze Certificate)	Has Met some of the outcomes	End of autumn term
(Silver Certificate)	Has met the majority of Outcomes	End of spring term
Gold Certificate 	Have achieved All Most All of year outcomes	End of summer term
Exceeded Expectations (Platinum Certificate) 	Has a deep understanding of many of the outcomes	End of summer term

### 16. Where will I find this tracking?

For each Grade the Key Outcomes tracking can be found in the Curriculum Guide and sometimes in the student’s copybook.

At GCBS we track and monitor pupil progress on a daily basis, through:

- Questioning, observation and dialogue.
- Children knowing what they are being asked to learn, and more importantly, why?
- Children discussing, formulating and agreeing what the success criteria are during lessons then

students' work is assessed against the success criteria by the child, the teacher, or both.

- Three-way feedback - pupil – peer – teacher – which clearly identifies next steps – This can be verbal or written feedback.
- Regular pupil Copy Book scrutiny by the senior leadership team, subject coordinators or whole staff. Copy books are frequently monitored by Year Leaders to make sure teachers are providing the best possible learning opportunities and feedback for children.
- End of unit and end of term Progress tests /assessments and periodic exams for secondary students, which help us to assess progress over time.
- Each child's attainment of outcomes, which are recorded on an online UK tracking system called Sonar . Patterns can then be analysed, and support targeted accordingly.
- Astute differentiation, which ensures that tasks are matched to children's abilities and that they provide high challenges for all.

#### 17. How do I know how my son/daughter is performing compared to other schools?

Year Group	Statutory/External Testing	Internal Tests
FS1/KG1	FS1 baseline testing (upon entry to FS1 1) - The children are continually assessed against the EYFS Early Learning Goals – These are reported at the end of the FS1 year.	
FS 2/KG2	Phonics Baseline Test External GL <b>Baseline</b> External ( Literacy, Language and Communication, Maths) Beginning of Year Test	Beginning of the Year
FS2/KG2	Phonics Tests retake for those children who didn't pass in FS1. FS2 GL <b>Baseline Progress</b> Test ( Literacy, Language and Communication, Math)External end of Year Test	
Year 1/KG2	Phonics Test end of Year 1 (Tests all phonics knowledge from FS1,FS2 Y1) Statutory KS1 Baseline – Tests in reading, writing, maths (grammar, punctuation spelling and Phonics )	End of Unit Tests Phonics screening throughout the year.
Year 2/Grade 1	KS1 Baseline – Tests in reading, writing, maths (grammar, punctuation spelling and Phonics )	End of Unit Tests
Year 3/Grade 4	GL Progress tests Eng Maths Science External	End of Unit Tests
Year4/G5	GL Progress tests Eng Maths Science External	End of Unit Tests
Year 5/G6	GL Progress tests Eng Maths Science External	End of Unit Tests

Year 5/G6 Year 6 /G7	TIMMS International Tests External GL Progress tests Eng Maths Science External	
Year 7-8 Grade 8-9	GL Progress tests Eng, Maths and Science External	End of unit Tests
Year 4-9 Grade 5-8	CAT4 Cognitive ability Test External	Beginning of the term
Grade 2-8	Arabic ABT, ALEF Assessments	Termly tests

**18. What happens when my son/daughter is transitioning to Secondary School from Key Stage 2 to Key Stage 3?**

In order to be 'secondary ready', a child needs to meet the end of Key Stage 2 expectations.

End of Year 6 Grade 5 Expectations	Year 6 Grade 5 Standardised Scores
Below the national standard	0-20
Working towards the national standard	21-40
At the national standard	41-60
Above the national standard	61-80
Exceeding the national standard	81-100

The External International Cat4 Cognitive ability Test is used to indicate exactly what a student's ability is and helps the student be placed into the correct division for their ability.

**19. What does a Standard Assessments look like at the end of FS1?**

Children in FS2/KG2 continue to be assessed against the Prime and Specific areas of Learning in the UK Early Years EYFS profile.

Assessments are based on daily activities and events. At the end of FS2/KG2, for each Early Learning Outcome, teachers will judge whether a child is meeting the level of development expected at the end of the KG1/KG2 2 year:

- Emerging -not yet reached the expected level of development
- Expected – they are at the expected level of development for their age
- Exceeding – beyond the expected level of development for their age.

**20. What does a GL Progress Test look like at the end of Grade 3-8?**

Subjects to be tested at the end of KG2 -Grade1 are: English (reading, writing, grammar, spelling and punctuation), maths. In Grade 2-8- the subjects tested are English (reading, writing, grammar, spelling and punctuation), Maths and Science .These are external tests and students cannot revise for these.

### **21. What if my son /daughter is a high achiever?**

For children who have securely met their end of year outcomes, rather than moving on to the next year's curriculum, these children will work on consolidating their knowledge through the application of skills in different contexts – they will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress.

### **22. What if my child has Special Needs or is a Person of Determination?**

Children who have specific learning plans (IEPs) that will meet their needs will be expected to make progress in line with their peers, but they may not, because of their special needs, meet year group outcomes. Our assessment and Pupil Passport tracking systems, however support, challenge and monitor their progress.

### **23. What if my child is falling behind?**

Any child, who is working below the age-related expectation, is given personalised learning opportunities to help them reach their potential. We have intervention systems that aim to address misunderstandings or difficulties as soon as they arise. On a daily basis, intervention strategies allow children to 'keep up' ready for the next lesson. Over time, intervention systems and quality first teaching help children with large gaps to make accelerated progress and catch up with their peers.

### **24. When do I get a report?**

We use the following systems to keep parents informed about their child's achievement and progress:

- Progress Tests End of Term 1 &2
- End of Term reports Dec/ March
- End of school year annual reports - July
- Parents Target Setting Evenings –September , January , April
- EYFS Sonar reports throughout the term
- Meetings arranged as appropriate where concerns or worries have arisen

### **25. What happens if I want further information?**

You can access information from the web site (monthly curriculum newsletter, weekly reports, teacher conferences, target setting /parent conferences and parent online coffee mornings held throughout the year).

- a. What is the GL Assessment Progress Test? (for Year 1-10)

<https://www.gl-assessment.co.uk/products/progress-test-series/>

- b. What is CAT4? ( for Year 4-13)

<https://www.gl-education.com/products/cognitive-abilities-test-cat4/>



- c. What is Baseline and Baseline Progress Test? ( For FS2)  
<https://www.gl-assessment.co.uk/products/baseline-and-baseline-progress/>

**26. What does assessment in the MOE Arabic, Islamic and Social Studies in EYFS Key stage 1 ,2 3 look like?**

Arabic Islamic and Social Studies follow **exactly** the same assessment processes as the UK National curriculum. The students have Outcomes, Progress Tracking , Progress Reports, End of Unit and Progress Tests.

**27. Does Arabic ,Islamic and Social studies use Sonar to track the students' progress?**

**Yes.** All the Arabic Islamic and Social studies Outcomes were sent to the UK software managers to be uploaded alongside the UK National Curriculum Subject Outcomes. So the students' progress is measured and tracked in exactly the same way .

**28. Are there any formal external MOE curriculum examinations in Key stage 123?**

No.

**29. How do the Cat 4 GL testing contribute to MOE Assessment?**

Cat4 is a cognitive ability test which helps us know the students ability regardless of the subject being studied. So it is important to help the teachers set the correct expectations regarding a student's progress or attainment in the MOE subjects.

**30. What is ABT?**

ABT are a range of external assessments taken on line. These show the students' performance in line with MOE expectations and students from other schools in the area.