



**DUBAI
BRITISH
SCHOOL**
EMIRATES HILLS

Assessment Guidelines - Secondary

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Head of Secondary	
Date of review	August 2023
Date of next review	August 2024



The assessment practice at DBS is aimed at providing high value information to parents and students, which accurately reflects the level each student is working at, and the clear steps that need to be taken to improve.

Key features of DBS assessment:

A variety of assessment techniques are used, which are clearly identified upon subject Schemes of Work and Assessment Objectives. Assessment generally falls under three areas;

Formative assessment	Identifying future goals
Summative assessment	Measuring current level of attainment
Diagnostic assessment	Identify potential gaps and identifying intervention needs

- Every term, all students will take part in an assessment week, where students sit assessments in a formal setting under exam conditions. This week is aimed at preparing students for external exams and to ensure rigour in the assessment cycle. This information will be reported back to parents three times a year, including the exam percentage and the class average.
- Assessment grades are changing in reflection of the current curriculum reform within the UK
 - KS3 – Students will no longer receive a National Curriculum Level. In place, they will receive a new grading based upon the new GCSE assessment skills and Assessment Objectives, 1-9 grades.
 - GCSE grades are changing to a 1-9 system. Controlled assessments (coursework units) are being removed from the new GCSE courses, and in place, there is increased focus upon linear exams at the end of Year 11.
 - AS and A level reform is now embedded, with students having to complete all exams at the end of Year 13 to achieve an A2 qualification. These grades will remain at A*-G.

Baseline CAT information

All students at the school complete an age appropriate CAT test on entry, and then repeat in Years 7, 9 and 12. The CAT report provides a diagnostic overview of student strengths across four main areas: Quantitative, Qualitative, Verbal and Non-Verbal batteries. This provides the school with two layers of information

1. Projected Performance

a) based upon the CAT reports, students will be given expected outcomes based upon students who scored similar in the CAT tests; this is key in identifying target grades and measuring the progress of students.

2. Student Learning Strengths

a) the CAT report also identifies subjects and tasks that students will show areas of strength in, and areas they may potentially struggle in. This information is used within the classroom, to ensure that all students are challenged and supported to unlock their potential.

All CAT information is shared with parents through the parent portal.

Key Stage 3 – Skill Steps

- Assessment criteria are based upon GCSE Assessment Objectives per subject. These have been mapped to allow students to progress through a 'skills ladder' over Key Stage 3 and 4. This is aimed at developing the subject specific skills required to succeed within a subject.
- Whilst it is expected that most students will make 1 level of progress during the year, it is possible that students may;
 1. Accelerate through the steps, as students rapidly develop their skills.
 2. Stay on the same step, as students underpin their skills.
 3. Fall down a step, if students do not secure their skills.

These changes may happen between data points, to ensure the information reported home is as accurate and reflective of the current position as possible.

- Every subject will have an overview of the Assessment Objectives and provide a clear expectation of what needs to be done, to secure each Step. You will be able to track your progress and performance in each subject during the course of the year.
- To help inform staff assessment and planning, the following information is available to all members of staff. “Hard” data in the form of external CAT information, and performance in class assessments over the first 4-6 weeks. “Soft” data in the form of a student’s educational background, exposure to specific subjects, and taking consideration of a students’ Special Educational Needs.

		End of Year 8	End of Year 9		Year 11 Forecast	
			8		8	Significantly Above UK Average
	End of Year 7	7+	8-		7	
		7	7+			
Start of Year 7	6+	7-	7			
	6	6+	7-		6	
5+	6-	6	6+			
5	5+	6-	6			
5-	5	5+	6-			
4+	5-	5	5+		5	Strong Pass - Above UK Average
4	4+	5-	5			
4-	4	4+	5-			
3+	4-	4	4+			
3	3+	4-	4		4	Pass - UK Average
3-	3	3+	4-			
2+	3-	3	3+			
2	2+	3-	3		3	Below UK Average
2-	2	2+	3-			
1+	2-	2				
1	1+	2-				
1-	1-					

During a report cycle, you will also receive a 'fine grade' showing their position within a Step

- o “-” means the student is currently working at the lower end of the Step, their grasp of the skills is insecure, and they could drop to the Step below if they do not take action.
- o “ ” indicates the student is secure in the Step.
- o “+” indicates the student is consistently working at this Step and starting to move towards the next one.

Other Years

Year 9

At the end of Year 9, the grade awarded is an indicator of your likely performance if you continue the subject at GCSE. The 'Step' awarded during Year 9, will help identify subject strengths and help inform GCSE option choices.

Year 10/Year 11/Year 12/Year 13

Students in Key Stage 4 will receive grades using the new 9-1 point system. The student grade will reflect the grade a student is likely to reach if they maintain their current work habits and attitude. Their reports will include a fine grade, to indicate where they are within a grade.

- o “-” means the student is currently working at the lower end of the Step, their grasp of the skills is insecure, and they could drop to the Step below if they do not take action.
- o “ ” indicates the student is secure in the Step.
- o “+” indicates the student is consistently working at this Step and starting to move towards the next one.

Attitude to Learning (All Year Groups)

A2L

1 - Outstanding: Rare. Exemplary subject engagement and clear passion for the subject. Absolutely consistent in attentive productivity in all lessons. Impressive and unprompted level of independent learning through wider reading and extra work. Is an example to others in the classroom. May enable others to progress further as a result of their contributions/passion demonstrated for the subject. May only be one or two students per class.

2- Very good: Very good level of subject engagement. Contributing within class to discussions by taking risks and questioning key concepts. A consistent and productive approach throughout all lessons. All classwork and homework completed to the best of their ability.

3 - Good: Work is completed to a good standard, meeting age expected and personalized standards of performance. Consistent in terms of attentiveness and productivity throughout lessons. All homework is completed and handed in on time. Minimum expectation of a DBS student.

4 – Requires improvement: Inconsistent engagement with subject; lesson participation is sporadic. Homework appears rushed, incomplete and/or of poor quality. Deadlines have not been met more than once; low response to advice, guidance or feedback – not enough.

5 – Major concern: Attitude to learning is poor and entirely unacceptable for Dubai British School; shows little or no enthusiasm for the subject with minimal attentiveness and/or productivity. Deadlines are usually missed, and exam failure/underachievement is highly likely.