



Assessment, Recording and Reporting Policy

Middle and Senior School

Policy Issued	August 2021
Next Review	August 2023
Lead Professional	Middle School and Senior School Assistant Principal – Curriculum & Assessment
SGG Ratification	March 2023

Rationale

At Al Mamoura Academy we are committed to the use of assessment to help students achieve high standards, to make good progress from the time they arrive to the time they leave, and ultimately to become autonomous, lifelong learners. Assessment lies at the heart of the process of promoting students learning. It provides a framework within which educational objectives are set and students' progress expressed and monitored. This should be done in partnership with students. Assessments should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. In turn assessments will strengthen learning across the curriculum and enhance teacher's skills and judgements.



Introduction

We aim for high quality teaching and learning; at the heart of this is effective assessment, underpinned by our growth mindset belief that all students can succeed.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

Aims

The aims of assessments and data capture are to enable:

- Teaching staff to respond accurately to the learning needs of each student and ensuring depth of learning and progress rather than pace
- Teachers to give ongoing support to enable all students to make progress
- Teachers to promote a coherent approach to marking, assessment, recording and reporting within all Key Stages
- Set targets
- Teachers to ensure progression and continuity of learning within the school and across the different phases of education
- Students to demonstrate what they know, understand and can do in their learning
- Students to have an active role in identifying their own learning needs and know how to improve their work
- Teachers to recognise and celebrate that progress is relative to each individual's starting point and that all students have the opportunity to display achievement in a variety of ways
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all students
- Data to be provided that is valid, robust, reliable and streamlined information for teachers, students, parents and other users, so that informed decisions can be made both inside the classroom and beyond



Assessment

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise student achievement. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this and how they can achieve this aim (i.e. to close the gap in their knowledge and skills). Self-evaluation is a key component of assessment in the school. Students use rubrics, checklist or success criteria to evaluate their own work.

Formative Assessment is an assessment for learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Formative Assessment:

- happens during the learning
- helps to improve learning
- assists in growing learning
- completed with learners
- is personally referenced
- is focused in the process

Teachers should integrate the following AfL strategies into their Learning and Teaching. Refer to the Teacher DNA Handbook for further support:

- Learning Objectives – clearly communicate at start of lesson/task;
- Success criteria - set of criteria using standardized 'Bronze, Silver and Gold' tiers, agreed with children, determining exactly what is required for a particular task or assignment
- Effective Questioning
 - More thinking time for students: e.g. think / pair / share
 - Asking questions better and asking better questions
- Formative Assessment
 - Set against success criteria
 - Self-assessment / peer assessment /teacher assessment

Feedback given to students should be about the specific qualities of their work with advice on what they can do to improve and should avoid comparison with other students.

In line with the Marking and Feedback policy, the expectation is that a Quickfire Dedicated Improvement and Reflection Time (DIRT) Evaluation is completed every three weeks. (Appendix 1)

We give our students regular verbal and written feedback on their learning so that they understand how to make progress. Their involvement in the review process raises standards, and it empowers students to reflect on how to move towards their next steps in learning.



Assessment of learning (summative assessment) involves judging students' performance against National Curriculum standard. Teachers make these judgements in alignment with the school's assessment calendar.

Summative Assessment is used mainly to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning. Examples of these are:

- end of topic/unit tests and Project-Based Learning showcases
- internal school examinations
- external examinations

Summative Assessment

- happens after the learning
- proves learning has taken place
- assists in measuring learning
- is focused on the outcome

Formal Assessments

- GL Assessments
 - CAT4
 - Progress Test
 - PASS
 - Exact
- IBT Arabic and ABT Arabic
- (I)GCSE – Pearson Edexcel and Cambridge
- AS/A Levels - Pearson Edexcel and Cambridge

The objectives of assessment in our school are:

- to use suitable forms of assessment based on expectations which are clear, realistic and understood by the students
- to enable our students to demonstrate what they know, understand and can do in their work
- to ensure that all students experience challenge and a measure of success
- to help our students recognise the standard to aim for, and to understand what they need to do next to improve their work by allowing Dedicated Improvement and Reflection Time (DIRT) process to take place
- to use a range of assessment strategies to assess such as: verbal, interaction, questioning, observing, discussion, peer and self-assessment; to give equal opportunities to students with varied learning styles
- to enable students to develop skills that are needed to become effective learners
- to allow teachers to plan work that accurately reflects the needs of each student
- to provide constructive feedback to students, discuss weaknesses in students' learning and offer support strategy
- to provide regular information for parents that enables them to support their child's learning



- to provide the ELT & Middle Leaders with information that allows them to make judgements about the effectiveness of the school

Planning for assessment

The school endorses a wide spectrum of assessment methods, ranging from the informal to the formal such as:

- students self-assessment
- teacher-student interactions/verbal feedback
- home learning and course work
- end of topic / unit assessments / Project-Based Learning Showcases
- formal internal tests
- formal externally set examinations

Departments use their schemes of work to guide the teaching. In their schemes there are detailed plans of what students are learning along with the assessment criteria. This allows each subject to show the progression within their subject area.

Lessons are planned with learning objectives based around the teacher's detailed knowledge of each student. Teachers strive to ensure that all tasks set are appropriate to each student's ability. The lesson plans indicate clear expected outcomes for each lesson.

Teachers always share the lesson's learning objective with the students as the lesson begins. They also indicate the way in which the activity is linked to the learning objective and the success criteria against which the work will be judged. Students should have a clear understanding of the aims of their work and what steps they need to take to complete it successfully. Success criteria follows a 'Bronze, Silver and Gold' format with Bronze success criteria relating to age-related expectations.

Teachers ask well-phrased questions and analyse students' responses to find out what they know, understand and to reveal their misconceptions. Teachers share the levelled rubrics/checklist/success criteria with students for either a unit of work/specific task.

Reflection and Evaluating assessment

At the end of every term each department will need to ensure that students complete the AMPG Reflection sheet. The sheet is glued in the front of each class subject class book. This will support their DIRT period. (See Appendix 2 for example)



Al Mamoura Personalised Grade (AMPG) Setting

An AMPG will be generated at the start of Year 5, Year 10 and Year 12. The AMPG for Middle School will be consistent through their Middle School education.

The AMPG for Year 10 will use their EOY 9 grade alongside their CAT4 predictor which gives a GCSE indicator. As this is an indicator, we will subtract 1 to find the AMPG for Year 10. At the start of Year 10 the students AMPG can be re-evaluated due to GCSE option subjects.

To support the allocation of the AMPG, the CAT4 assessments will generate a Minimum Expected Grade (MEG) for the academic year. The AMPG generate must be a grade that is in-line or higher than the MEG. The AMPG for Yr 10-13 must be a whole grade value but the Working At Grade (WA) can be a fine grade. It will need to be made clear to students especially Year 11 students that their GCSE will only be a whole grade and the fine grade is given to support them. The fine grade will help them know where within the grade they lie and support with intervention groups. For example, if a student is a 4+, they will need intervention to support them in pushing them to aim for a 5 grade.

The CAT4 assessment will be completed for Year 6, 7 and 10 in week three which will generate the MEG and then staff will be able to look at all data from this point forward in order to generate an AMPG for each student by the first week of October.

Head of Departments will be able to discuss the data during their line management meetings. This will be then compared against the cohorts' prior attainment and progress data to ensure challenge, celebrate successes and identify target areas.



Data collected

At Al Mamoura Academy we want to ensure that we effectively track student's achievement, allowing for effective interventions and monitoring to support student progress. Considering this we have introduced a new Hot and Cold system within our data and tracking system. This will run through all aspect of our tracking system along with our reporting system.

Attainment Measure

English National Curriculum (ENC)

Students in **Middle School** (Year 5-9) will follow the below grading criteria in line with the ENC and their Age-Related Expectations (ARE):

Significantly Above	+	Demonstrated a comprehensive understanding of most concepts and skills in a unit of work
	=	
	-	
Above	+	Demonstrated a comprehensive understanding of a large majority of concepts and skills in a unit of work
	=	
	-	
In-line with	+	Has a secure understanding of the main concepts and skills when applied to familiar contexts
	=	
	-	
Below	+	Grasped a large minority of the main ideas and skills in a unit of work, others require development
	=	
	-	
Significantly below	+	Grasped a minority of the main ideas and skills needed to succeed in a unit of work, others require development
	=	
	-	

Significantly Above	9+
	9=
	9-
	8+
	8=
Above	8-
	7+
	7=
	7-
	6+
	6=
In-Line	6-
	5+
	5=
	5-
	4+
Below	4=
	4-
	3+
	3=
	3-
Significantly Below	2+
	2=
	2-
	1+
	1=
	1-

At the end of Year 9, students EOY grade gives an indicator of the Al Mamoura GCSE Personalised Grade for the end of Year 11 that the student could achieve. Using the EOY data and the MEG the Year 10 AMPG will be set working backwards where 1 grade of progress is expected each academic year.

For example, if a students' EOY 9 grade is **Above+**, this would give a GCSE estimate of 7 or 8. Teacher judgment can be used to justify the grade the students is awarded for their EOKS4 grade. If the student is awarded a **7**, then the Year 10 AMPG will be 6.



Students in **Year 10-11** will follow the 9-1 grading criteria in line with the ENC where the colour is based on their ARE by the end of the academic year.

Age Related Expectation	
Year 10	Year 11
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1

Students in **Year 12 - 13** will follow the A – E grading criteria in line with the ENC and in Year 13 will be able to achieve an A*.

Grade	Percentage	UCAS Points
A*	90+ average in A2 units, with 80+ average overall	56
A*	80+	48
B	70-79	40
C	60-69	32
D	50-59	24
E	40-49	16
U	0-39	0



Ministry of Education (MOE)

Students in both the **Middle School** and **Senior School** will follow percentage grading criteria in line with MOE curriculum.

Yr 5-9	Yr 10-13	
90-100	90-100	Demonstrated a comprehensive understanding of most concepts and skills in a unit of work
70 - 89	70 - 89	Demonstrated a comprehensive understanding of a large majority of concepts and skills in a unit of work
50-69	60-69	Has a secure understanding of the main concepts and skills when applied to familiar contexts
20-49	20-59	Grasped a large minority of the main ideas and skills in a unit of work, others require development
0-19	0-19	Grasped a minority of the main ideas and skills needed to succeed in a unit of work, others require development

Progress Measure

In order to measure students' progress, we will look at this in two ways. We will compare their results against their MEG and their AMPG. Students reports will only show progress based on their AMPG and the MEG comparison is for us to use as a school.

In order to assess their yearly progress, we will compare their Working At (WA) grade to their MEG/AMPG.

Yearly Progress

WA > AMPG	Better than Expected Progress
WA = AMPG	Expected Progress
WA < AMPG	Less than Expected Progress



Data Expectations for staff

During the first three weeks of school in Term 1, the Head of Department will present their final EOY data from the previous year to SLT where they are able to give a clear picture of the strengths and areas for development for their department and what their action plan will consider in order to move the department forward.

Head of Departments will also present to SLT at the beginning of Term 2 and 3. This provides an opportunity to analyse data, reflect on targets achieved and next steps with the main focus on GCSE/A Level classes. This will be driven by the action plan they created at the start of term 1. The data analysis for each department will be based on the MEG and the AMPG.

Collected Data

The data collected every half term are as follows:

Working Towards Grade

This grade is where the students is based on the curriculum taught at each data capture.

These grades will be collected at 6 point during the academic year:-

1. Half Term 1 - September/October – (Data Snapshot - INTERNAL)
2. Term 1 – November/December (Data Snapshot Report)
3. Half Term 2 – January/February (Data Snapshot - INTERNAL)
4. Term 2 – February/March (Full Written Report Y11/13, Data Report 5-10/12/Gr 9)
5. Half Term 3 – April/May (Data Snapshot - INTERNAL)
6. Term 3 – May/June (Full Written Report 7-10/12)

Students will also receive their Al Mamoura Personalised Grade (AMPG) which will be copied over for each data capture. The AMPG will be an extra capture which will be completed by the first week in October.

The AMPG will need to be shared with the students in the lessons and they need to know what needs to be completed to ensure that they reach this grade by the end of the academic year/GCSE course. A rubric of how they achieve their AMPG should be shared with all students.



External Assessments, Predictions and Benchmarking

The Academy will be completing a variety of assessments throughout the year.

GL Assessments

CAT4

The Cognitive Ability test 4 is standardised assessment of developed ability and academic potential. CAT4 highlights students' strengths and weaknesses across 4 areas; Verbal, Non-Verbal, Quantitative and Spatial.

Students in Year 6, 7 and 10 will complete their CAT4 assessment in the third week of September which will give us their Minimum Expected Grade (MEG).

Admissions will also use CAT4 assessment for any students who is applying for a place within the Academy.

Exact

Exact is a literacy test that is used to screen students to identify who may be entitled to extra exam access arrangements, enabling us to support students' learning needs from the outset.

Students in Year 10 and 11 will complete the Exact assessment in the second week of September.

Progress Test (PT)

PTE, PTM and PTS, Progress tests in Maths, English and Science, will provide the Academy with a clear understanding of student progress in each of the core subject areas. These will provide a comprehensive report for SLT and teaching staff that allows us to compare to international benchmarks.

Students in year 5, 6, 7, 8, 9 and 10 will complete the PT assessments during May/June.

PASS Survey

The PASS survey is used within the Academy to measure the Attitude of Students in all year groups. The survey provides the Academy with an insight into student's mind-sets. The assessment looks at 9 attitudinal factors including feelings about school, self-regard and perceived learning capability, as well as wellbeing and resilience. The results of the survey is used by the Director of School and Head of Year to work with key students to develop them in areas that are a concern.

Students will complete the PASS Survey during September/October.



IBT Assessments

The International Benchmark Tests is an internationally administered program of assessments to compare student performance in Arabic globally, between grades and over time. The IBT Tests are skill-based and they do not follow any single national curriculum, allowing students from all countries to be compared fairly.

The IBT tests are designed to assess proficiency in Arabic Reading, Grammar, Spelling and Vocabulary through multiple-choice questions in response to a variety of texts and situations. The tests offer students and the Academy the opportunity to participate in a standardised Arabic assessment which can provide comprehensive diagnostic feedback and internationally benchmark performance against other schools in the Middle East. The tests are divided into two distinct categories to cater for both native and non-native speakers within the school community.

Students in Year 6 and 9 will complete the IBT Arabic during November/December.

Assessment	When	Who
CAT4	September	Yr 6, 7 and 10
Exact	September	Yr 10 and 11
PASS	September/October	Yr 8
Progress Tests	May/June	Yr 5, 6, 7, 8, 9 and 10
CAT4 Admissions	As needed	All students
IBT Arabic	November/December	Yr 6 and 9
ABT Arabic	3 times per year	Yr 6 and 9

How we use them

As an Academy we have agreed to implement the GL assessments, ABT and IBT as outlined above alongside the (I)GCSE and A Level examinations that take place.

Using these forms of assessments provides us with an opportunity to make informed decisions with regards to planning, teaching and learning, admissions, student outcomes and progress.



All Staff

1. Will have CPD on how to use GL assessments, interpret the data and on how the assessments should be run effectively.
2. Will have access to the Individual Student Reports and Whole Year Group Report for CATs
3. Will be given the list of Key Students within each year group and how to support these students in lessons using the 'Implications for T&L' document from the student report.
4. Will develop clear planning for the Key Students using the outcomes of the assessments.

All Students

1. All student reports will be downloaded and accessible to staff on the shared area.
2. Year group reports will be downloaded and accessible on the shared area.
3. Key student reports will be emailed to all staff and made available on the shared area.
4. Key students will have the opportunity to have their report discussed with them through mentoring.
5. All parents will have access to the parent report to support what happens at home.

Key Students

1. Able, Gifted and Talented students will be identified using CAT4 results. They are identified if the mean SAS score that is 127 or more or if the students has a SAS score of 120 in 3 criteria (Verbal, Quantitative, Non-Verbal or Spatial).
2. SEN students will be identified using the mean SAS score for a value less than 85.
3. These students identified in each year group will be shared with staff along with the 'Implication for L&T' on each student. The reports will be saved in the AMA MS and SS Teachers TEAMS.

Identification for Achievement (I4A)

The I4A sheet has been developed for teachers to monitor their key students and to record key techniques that have been useful and supportive of the students' needs. These sheets are expected to be updated after every data capture with strategies updated regularly. This is a working document. They are to be kept with the teacher. These sheets should be attached to your lesson plan for any observation. (Appendix 5 – I4A Template)



Reporting

Students' Input to Reporting

For Term 1 and 2 report students will have an input to their report. During a meeting with their Form Tutor they will give a grading on a scale of 1 – 10 linked to the AMA learner DNA attributes, which are:

- Critical Thinkers
- Accountable
- Leaders
- Communicators
- Problem Solvers
- Independent
- Collaborators
- Determined

Form Tutors have an active role in supporting the above during Term 1 and teachers will be asked to support students in understanding AMA Learner DNA attributes prior to their meeting.

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact their child's Form Tutor or subject teacher if they have concerns about any aspect of their child's work.

We offer parents the opportunity to meet their child's teacher formally twice per year during Parent Teacher Conference (PTC). At each meeting the teachers will be able to give subject specific targets to support the students in ensuring that they meet their EOY Target.

Specific students will be discussed during Middle Leaders meetings with SLT where 1:1 meeting with parents are conducted to share how they can help at home to support their child.

The parents receive three written reports of their child's progress and achievements, that are available via the portal, during the year. (Appendix 6 – Report template)



Roles and Responsibilities

The Principal and SLT will:

- Ensure there is a coherent strategy for the effective management of performance data (this will include noting which optional tests will be used and how and when data will be made accessible to staff)
- Provide all leaders with training on the interpretation and use of data to inform target setting and expectations to inform planning of teaching and learning
- Ensure all performance management targets will impact positively on student progress
- Recognise and celebrate the effort and success of students and staff
- Meet with teachers to prepare and complete analysis of current data, celebrating strengths and identifying individual students' needs and focus groups.

Head of Departments will:

- Analyse performance data in their curriculum area
- Monitor progress of students and staff towards the targets at regular intervals
- Evaluate outcomes with reference to international comparative data, focusing on trends over time, the relative performance of different groups of students, AGT, SEN, Gender, Emiratis, EAL, vulnerable groups, and performance within and progress between key stages and performance compared to different subject areas
- Use the data to accurately deploy resources and identify staff training need
- Observe each year group and use this as part of their analysis to support target setting for their subject area.

Subject teachers will:

- Use and apply their data analysis and tracking training to ensure students are attaining at high standards and making good value added progress between years and key stages
- Complete required tasks as set out on the reporting and assessment calendar
- Have high expectations of all students progress over the academic year
- Be aware of different groups of students and their relative attainment and progress against targets set, national averages and between groups
- Encourage students to assess their progress towards their targets and help them understand what they have to improve
- Ensure their planning for teaching and learning is based upon a crucial awareness of where students are in their learning and where they need to go next
- Include opportunities for peer and self-assessment during weekly planning;
- Reward students upon achieving their targets
- Involve TA's wherever possible to maximise progress
- Report concerns about progress of individual student or groups of students to Head of Inclusion, HOY, HOD and DOS and subsequently SLT line manager to ensure these students receive early intervention
-



- Ensure any student considered as an 'area of concern' (i.e. 2-3 sublevels below or beyond the expected level) should have copies of a recorded conversation with parents. A paper trail must exist in order for Inclusion to become involved
- Report the progress of student against their targets to parents regularly as per assessment and reporting calendar
- Use displays to model the use of target language WWW/EBI (AfL displays)

Students will:

- Use self-assessment to measure their progress against success criteria and their AMPG
- Understand how and why they are making progress
- Support their peers by respectful and helpful feedback on their learning using success criteria (peer assessment)
- Know the levels they are 'Working At'
- Seek advice and help when they need it
- Share their learning and progress with their parents/carers
- Rate themselves based on the Al Mamoura Learner DNA for Term 1 and 2 reports.



Appendix 1:- Quick-Fire DIRT Evaluation

DATE OF DIRT SESSION:

أكاديميات
الدار
أكاديمية الممورة

ALDAR
ACADEMIES
AL MAMOURA ACADEMY

Dedicated Improvement
& Reflection Time

DIRT

**QUICK-FIRE DIRT
EVALUATION**

1. What was one area I focused on improving today?

2. How did I show evidence that I have made improvements and progress in my work?



Appendix 2:- AMPG Reflection

Al Mamoura Personalised Grade		
Term 1	Working at Grade	
My strengths this term have been:	My areas to develop in term 2 are:	
Term 2	Working at Grade	
My strengths this term have been:	My areas to develop in term 3 are:	
EOY	Working at Grade	
My strengths this term have been:	My areas to develop for next year are:	



Appendix 3: Full Reporting period

	Open Date	Closing Date	What is needed	For who
AMPG	12 th September	19 th September	AMPG	Internal
Half Term 1	26 th September	7 th October	WA	Internal
Term 1	14 th November	28 th November	WA, Progress, CfL and Pastoral Comment	External
Half Term 2	23 rd January	6 th February	WA	Internal
Term 2	6 th March	16 th March	Yr 5-10, Yr 12 → WA, Progress, CfL and Pastoral Comment Yr 11 and Yr 13 → WA, Progress, CfL, Subject comments with targets and Pastoral Comment	External
Half Term 3	8 th May	22 nd May	WA	Internal
Term 3	5 th June	26 th June	Yr 5-10, Yr 12 → WA, Progress, CfL, Subject comments with targets and Pastoral Comment Yr 11 and Yr 13 will be internal data only	External



Appendix 4: Report Expectation

	Column Name	Yr 5-9	Yr 10-11	Yr 12
Subject Teacher Expectation				
ENC	Working At Grade (WA)	Significantly Above, Above, In-line, Below, Significantly Below (including fine grading +/-)	9-1	A-E(U)
	Al Mamoura Personalised Grade (AMPG)			
MOE	Working At Grade (WA)	%		
	Al Mamoura Personalised Grade (AMPG)			
	Characteristics of Learning	1-4		
Form Tutor Expectation				
These to be completed in discussions with the students	AMA Learner DNA		Scale from 1 – 10 (1 being poor and 10 being excellent)	
	Critical Thinkers			
	Accountable			
	Leaders			
	Communicators			
	Problem Solvers			
	Independent			
	Collaborators			
	Determined			
	Form Tutor Comment	No Column needed – written under report comments.		



Appendix 5 – I4A Sheet

Identification 4 Achievement – Year ...

Teacher	Year Group	Class	NOR	SEN	EAL	AG&T	AoE/Strand	UAE National	
Data & Tracking			EAL – Verbal Deficit (EAL) 1) Make it Visual 2) Build in more group work 3) Honor the "silent period" 4) Allow some scaffolding with the native language 5) Use sentence frames to give students practice with academic language			Other (O)			STRATEGIES
			Stretch and Challenge (SC) 1) Constantly create tasks which encourage skills of evaluation 2) Facilitate deeper questioning 3) Develop mastery of tasks by devising questions to asks themselves and others						
Seating Plan/Photos of Students			GL Key Students VD MATH CAR SEN			Focus, Evaluation & Concerns (use to make notes as you progress through the term)			
			<div style="background-color: #4a86e8; color: white; padding: 5px; text-align: center;">Whiteboard</div>						



Appendix 6 - Sample Report – Waiting for final version

Dear Parents

Please find our Data Snapshot to provide you with an up to date view of your child’s achievement. This snapshot has a strong emphasis on attainment and progress, centred on our Characteristics for Learning. We firmly believe that this has a significant impact on student achievement, and this will be a continued focus within our Academy. The values of passion and collaboration are key to success at school. We see these qualities as a vital step to securing excellent results for the future. Your child’s Characteristics for Learning gives us a picture of the effort and commitment that they show towards their subjects throughout the term, alongside the key skills we believe are vital to future success. This is seen in the work they produce in class; their homework, their punctuality; their readiness to learn and their contribution to their own learning.

Hot and Cold System

At Al Mamoura Academy we want to ensure that we effectively track student’s achievement, allowing for effective interventions and monitoring to support student progress. Considering this we have introduced a new Hot and Cold system within our data and tracking system. This will run through aspect of our tracking.

Attainment

The report will inform you where your child is currently working (Working At) and also where your child is tracking towards (Working Towards) along with their Al Mamoura Personalised Grade (AMPG). This is the grade they should be aiming for the end of the year or their GCSE/A Level course for yr 10-13 students.

English National Curriculum			Ministry of Education Curriculum		
Year 5/6/7/8 (Middle School)	Year 9/10/11 (GCSE)	Year 12/13 (A Level)	Year 5/6/7/8/9	Year 10/11/12	
Significantly Above	9	A*	90-100	90-100	Demonstrated a comprehensive understanding of most concepts and skills in a unit of work
Above	7/8	A/B	70 - 89	70 - 89	Demonstrated a comprehensive understanding of a large majority of concepts and skills in a unit of work
In-line with	4/5/6	C/D	50-69	60-69	Has a secure understanding of the main concepts and skills when applied to familiar contexts
Below	2/3	E	20-49	20-59	Grasped a large minority of the main ideas and skills in a unit of work, others require development
Significantly below	1	U	0-19	0-19	Grasped a minority of the main ideas and skills needed to succeed in a unit of work, others require development

Progress

Students maintaining their colour will be making good progress. If a student starts the academic year as blue and stays blue, they have made good progress against the curriculum standards. If a student moves up a fine grade each year, they are on track make good or better than expected progress.

MOE Subjects

All MOE Subjects, including Arabic, Islamic, Social Studies and Moral Education, will evaluate student achievement against the curriculum outcomes using a % mark in line with the above criteria.



Characteristics for Learning (CFL)

Teachers will evaluate students' characteristics for learning using the following 4 Point scale. If students work hard and show these characteristics consistently, they will realise their potential in terms of attainment.

Grade	Characteristic
1	A student who always; Seeks Challenges. Takes responsibility for their learning. Is collaborative. Is engaged. Is an active participant. Embodies the core values. Is a reflective learner. Is punctual and well equipped for learning.
2	A student who mostly; Seeks Challenges. Takes responsibility for their learning. Is collaborative. Is engaged. Is an active participant. Embodies the core values. Is a reflective learner. Is punctual and well equipped for learning.
3	A student who sometimes; Seeks Challenges. Takes responsibility for their learning. Is collaborative. Is engaged. Is an active participant. Embodies the core values. Is a reflective learner. Is punctual and well equipped for learning.
4	A student who on occasions; Seeks Challenges. Takes responsibility for their learning. Is collaborative. Is engaged. Is an active participant. Embodies the core values. Is a reflective learner. Is punctual and well equipped for learning.



Data Snapshot – Term 1



ATTENDANCE RECORD

The judgement for attendance is aligned to the federal inspection framework used by government authorities in the UAE for school inspections.

Present	96%	Outstanding: 95% or better
Late	0%	Very Good: 90% or better
Absence (unauthorised)	2%	Good: 84% or better
Absence (authorised)	2%	Acceptable: 82% or better
		Weak: Less than 82%
		Unsatisfactory: Less than 80%

Name	Afra Mohamed AlMahmood
Year	8
Form	8A
Tutor/Teacher	Ms O'Connor

Report card

Subject/Teacher	Working At	Working Towards	AMPG	Progress	CfL
Arabic Mr A Albsais	56%	75%	75%	Expected	1
Art and Design Mrs E Riorden	4	5	6	Below	3
				Expected	
				Above	
				Below	
				Expected	
				Above	
				Below	
				Expected	
				Above	
				Below	
				Expected	
				Expected	
				Expected	
				Expected	
				Below	



Al Mamoura Learner DNA

As part of our commitment to developing our students into outstanding learners we feel it is fundamental that they can assess themselves against our Al Mamoura Learning DNA. Students will report on this to parents each term using our Hot and Old system against our DNA Criteria.

Pastoral Comment

Afra is a helpful and confident student who gets on well with both her peers and teachers. She works well with others and is very hard working. Afra is a very punctual student who always arrives for class on time organized and she has achieved a good attendance to date. Afra continues to be actively involved in activities outside the classroom such as Year 8As assembly and International Day. She is a very good leader as shown by her participation in the Student Council and role of vice-captain of the Lions. Afra needs to ensure she regularly registers and logs on to Microsoft Teams over the next few weeks, completes the work set by her class teachers and contact them if she needs any support. She should continue her hard work into Term 3! Well done.

Mrs Weaver
Principal's Name

S. Weaver
Signature



School Stamp