KING FAHAD ACADEMY

ASSESSMENT, RECORDING AND REPORTING POLICY

Review Date: June 2021
Next Review: June 2022
Reviewed by: Deputy Head Teacher (Upper)
Approved by: Head Teacher (Upper)

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SECTION 1: AIM, OBJECTIVES AND RATIONALE:

AIM

The aim of this policy is to ensure that assessment supports the school's aims of raising student achievement, while meeting the learning needs of all pupils and forms a major part in school improvement.

OBJECTIVES

- To ensure that genuine Assessment for Learning is used by all teachers to improve learning of all pupils at King Fahad Academy.
- To enable all pupils to become more effective learners and, in doing so, improve their levels of progression, achievement and learning.
- To ensure that all pupils and teachers make effective use of assessment data for planning, target setting and intervention strategies.
- To determine pupils' strengths and weaknesses and set up targeted intervention measures.
- To use formative and summative assessments to address pupils' progression.
- To provide parents up to date information on pupils'' performance against subject objectives, topics and skills.
- To use assessment information to motivate pupils and improve teaching and learning.

RATIONALE

"Provide feedback to children on their successes, show them improvements and provide them with time and opportunities to make these improvements."   Ann O'Connor.

"Feedback is only effective if it is acted on.'" Shirley Clark.

Assessment is therefore at the centre of teaching and learning at the Academy and both formative and summative are used to inform teaching and learning initiative. To that end

- *Assessment should be authentic*

- *Assessment should be curriculum based*

- *Assessment should be objective related*

All teaching and learning interactions should provide a range and mix of opportunities for teacher, peer and self-assessment. To reinforce learning and motivate pupils, reflections should be regularly undertaken during the teaching as well as at the end of the unit.

Information and data from assessment is intended to assist the Academy to evaluate its effectiveness and to inform pupils, parents and stakeholders of individual pupils' achievement and progress. The intention is to lead to improvement in the provision that the Academy makes for its pupils, in the standards they achieve and to have a positive impact on pupils' attitudes and motivation. The following assessment types are included and used regularly:

- Formative assessment – to inform planning, teaching and differentiation on an ongoing basis

- Summative assessment – to understand pupil performance at the end of a period of teaching and to provide the basis for all reporting

While the teacher's knowledge of pupils can inform judgements, these must be based on sound and demonstrable evidence. This ensures that judgements are as objective as possible, and consistent between classes and programmes.

SECTION 2: ACADEMY'S ASSESSMENT FOCUS

The focus of assessment at the Academy is to ensure that classroom practice incorporates expectations from marking and feedback procedure. Assessment and tracking system ensures effective monitoring, tracking and intervention programme for assessing pupils' progress and for communication between teachers, parents and pupils.

A. ASSESSMENT, TRACKING AND REPORTING

The Academy Assessment and Tracking system is set up to support the Academy's Teaching and Learning Policy and to:

- Track and record assessment and progress data
- To report progress and achievement to parents, pupils and the stakeholders.
- To promote progression and raise achievement
- Identify areas of the curriculum and pupils or groups of pupils who are excelling.
- Identify areas of the curriculum and pupils experiencing difficulties or who are under-performing and the setting up of timely and appropriate interventions
- Use information from continuous assessment to inform lesson planning
- Enable teachers of the same grade level to share information on areas of strengths and weaknesses and to enhance collaborative ethos

The Academy's Assessment and Tracking System has the capacity to generate pupils' reports via Bromcom. Reports contain the current level and teacher's comments in order to present a full picture of pupils' progress and achievement.

The frequency and details of the reporting cycle for the curriculum programmes at the Academy can be found in *Section 2.D.*

B. ACHIEVEMENT AND PROGRESS TRACKING

The progress of pupils is monitored and tracked through Bromcom. Pupils progress through Assessment Levels relevant to the key stages during their time in each Programme (Key stages 1-5). The KFA model of tracking is dependent on the key stage; expected progress is achieved by retaining a grade over time. **Exceeding** expectations and **below** expected progress indicate that a learner has moved up or down through the grades respectively.

At the end of every term teachers submit data on the tracking system 'Bromcom'. The data submitted reflects the current level of each student in the taught subject. The following attainment level bands are used to measure progress:

Programme of Study	Attainment Levels

Key Stages 1&2 (Year 1 – Year 6)	Thresholds: Emerging to Mastering
Key Stage 3	Thresholds: Emerging to Mastering
GCSE & IGCSE	Grades 9-1
A Levels	A* - E

Progress during each unit of study is regularly assessed. Using the assessment objectives of the programme; these assessments provide the basis for end of term grade. Subject specific placement tests at the beginning of the year become the **benchmark/standard** reference point for the subsequent academic year.

Standardised Testing

The Academy uses standardised tests to assess the generic starting point of its pupils. Whole-school baseline tests are a series of standard tests from CEM for all pupils at the Academy. It provides data on what pupils know; what they can achieve; vocabulary and word fluency; non-verbal ability; attitude and aptitude to learning; maths skills; perception, speed and accuracy skills; and predictions of performance in the GCSE/IGCSE & A' Levels examinations as well as useful data on learner attitudes, expectations and aspirations. The Academy uses the services of the Centre for Evaluation and Monitoring (CEM) at the University of Durham to provide standardised assessments of each pupil, as follows:

Year Group	Assessment
Primary	InCAS (age 5/11)
Grade 6-8	MidYIS + Attitudinal Questionnaires
Grade 9-10	Yellis + Attitudinal Questionnaires
IBDP	Full Alis

C. Achievement Bands & Mark/Grade

Key stages 1 and 2: During each unit, the pupils are assessed on their overall performance – what the pupils know, understand, can do and feel at different stages in the learning process. This is recorded on an assessment record sheet, FA outcomes are recorded for each unit on Bromcom. At the end of each term, pupils are given a final level for their achievements, taking into account the formative and summative assessments.

Key stages 3, 4 & 5 Levels : Each subject has specific objectives from which teachers plan their Curriculum outline. These objectives have specific titles in each subject. Similarly, the teaching objectives are aligned with the **_Assessment/Success criteria_**. Assessment criteria are the tools that indicate achievement, understanding and the state of teaching and learning at the end of the units.

At the end of Autumn and Summer terms, pupils' achievements are determined through rigorous assessments. Pupil grades are recorded on Bromcom and reported to parents alongside the teacher's comments (only term 3 - Upper). At the end of term 2 teachers record student progress grades on Bromcom based on the formative assessments. A progress report is shared with the parents for the term.

ACHIEVEMENT THRESHOLDS & ACHIEVEMENT GRADES

EYFS:

Assessment:

Nursery:

Within the first 6 weeks of Autumn 1 half term, an initial baseline assessment is made. The assessments are made in all of the prime and specific areas of learning. Each child has a tracker linked to them and the teacher highlights the statements the children have achieved.

Reception:

Most of our Reception children have attended our nursery which means we are able to use nursery exit data as their baseline. For any children new to our school, an initial baseline assessment is made within the first 6 weeks of Autumn 1 half term.

Nursery expected attainment

On entering nursery children are 3 years old so should be beginning to work within the age band of 30–50 months, having shown they have met the majority of the criteria for the 22–36 months band. Our school's expected level of entry to Nursery is 22-36 months beyond. This means the children should have met all or most of the 22-36 months statements and also have begun achieving some elements of 30-50 months.

Upon leaving nursery, most children will be 4 years old so should be beginning to work within the age band of 40-60 months. Their expected level on leaving nursery is 30-50 months beyond. This means the children should have met all or most of the 30-50 months statements and also begun achieving some elements of 40-60 months.

Reception expected attainment

On entering Reception children are 4 years old so should be beginning to work within the assessment age band of 40–60 months. Our school's expected level of entry to Reception is 30-50 months beyond. This means the children should have met all or most of the 30-50 months statements and also begun achieving some elements of 40-60 months. Upon leaving Reception, most children will be 5 years old so should have met the Early Learning Goals. Their expected level on exit means they have met the ELG. The class teacher assesses each child against the Early Learning Goals and comments on whether their development is either 'emerging', 'expected' or 'exceeding'. This information is reported to parents. Each teacher also completes a brief summary of the child's Characteristics of Effective Learning.

Key Stages 1&2

Achievement Bands	Key stages 1 & 2
Exceeding	7
	6
Expected	5
	4
Emerging	3
	2
Emerging (Limited)	1

Key Stage 3 Achievement Thresholds

Grade 6/Year 7 Thresholds	Grade 7/Year 8 Thresholds	Grade 8/Year 9 Thresholds
		Mastering
	Mastering	Securing
Mastering	Securing	Developing
Securing	Developing	Emerging
Developing	Emerging	
Emerging		

Key Stages 4 & 5 levels

	Key Stage 4 (Grades 9-10)	Key Stage 5 (Grades 11 & 12)

	GCSE NC Levels	
Mastering	9	A*
	8	A
Securing	7	B
	6	B
Developing	5	C
	4	D
Emerging	3	E
	2	
	1	

D.   REPORTING

In order to inform teachers, parents and pupils of progress the school will have 3 assessment periods during the year that will generally coincide with terms. Teachers are expected to input data on pupil progress regularly and report to parents as follows:

Programmes	ACADEMY Reporting format and schedules	
EYFS, **Key stages 1&2**	*Autumn Term*	Parent/Teacher conference and student-led conferences
	Spring Term	Written Reports and Parent/Teacher Conference
	Summer Term	Written Reports and student-led conferences
	Nursery - Year 6	

	Grades 6-9		Grade 10	
Key stages 3 & 4 **Grades 6 - 10**	*Autumn Term*	1st Term exams Reports Parent/Teacher Conference	*Autumn Term*	Parent/Teacher Conference
	Spring Term	Progress Report Parent/Teacher Conference	*Spring Term*	January = Mock Exams & R

			eport Parent/TeacherConference
Summer Term	3rd Term exams Report (Summative)	*Summer Term*	External examinat

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A Levels	**A1**		**A2**	
	Autumn Term	1st Term exams Reports, Parent/Teacher Conference	*Autumn Term*	Parent/Teacher Conference
	Spring Term	Progress Report Parent/Teacher Conference	*Spring Term*	January Mock Exams & Report Parent/Teacher Conference
	Summer Term	3rd term exams Report (Summative)	*Summer Term*	External examination

SECTION 3: MONITORING AND EVALUATING PROGRESS (DATA PROGRESS)

The aim of the tracking system is to provide the following stakeholders with the data listed for the purpose outlined:

STAKEHOLDER	DATA	PURPOSE
Director and Board of Trustees	Data progress report termly by HOS and DM	Review progress of all pupils and subjects within the school.
HOS Upper and Primary Senior Leadership Team	Data for all pupils in all subjects	To ensure targets are consistently met and evidence of pupil progression is available through Analysis, Review, Monitoring and Intervention To ensure consistent response to progress data.
Key Stage and Curriculum Coordinators and Deputy Head (Academic)	Data for all pupils in their designated programme	To ensure targets are consistently met and evidence of pupil progression is available through Analysis, Review, Monitoring and Intervention To ensure consistent response to progress data.
Heads of Departments and Subject Coordinators (HoDs)	Data for all pupils in their designated subject/s	To ensure targets are consistently met and evidence of pupil progression is available through Analysis, Review, Monitoring and Intervention To ensure consistent response to progress data.

Teachers	Baseline/benchmarking	To provide accurate data upon which progression and achievements of pupils can be identified.
	Entry of all required Assessment and tracking data	To ensure consistent response to progress data. To provide data which informs planning.
Parents	Assessment or progress report termly or PTC and SLC.	Parents informed of student progress, achievement.

The implementation of the Assessment Policy will be monitored at a number of levels, reflecting its importance as part of teaching and learning through:

● Regular monitoring of teaching and learning by curriculum leaders (HOSs, HODs, Programme Coordinators, Academic Deputy) to determine the extent to which assessment is part of the teaching and learning interactions
● HOD meeting with teachers for data progress analysis (minimum termly)
● Pupils being aware of their achievements and the next steps required for progression
● Ensuring that good quality feedback is given both orally and in written form
● Monitoring examination results by HODs, Key stage and Curriculum Coordinators and the Head teachers
● Monitoring the perceptions of parents on the reporting process are recorded through parents' feedback

SECTION 4: EXPECTATIONS OF TEACHERS - ASSESSMENT AND ATTAINMENT TRACKING:

Teachers will be accountable for all data input and the progression of pupils – this will include keeping a record of all marks and grades on the Assessment Record Sheet (Primary).

Led by Heads of Department, teachers will undertake moderation and alignment within grades – this will include tasks set for summative assessment, samples of marked work making use of mark schemes and the setting of agreed grade boundaries

To ensure maximum benefit of the Assessment and Tracking system and consistency across subject groups, teachers must ensure that they abide by this policy, the Curriculum Policy and the Teaching and Learning Policy. In addition, assessment and tracking are:

● Monitored regularly by Heads of Schools (HOS), Deputy Heads and Curriculum Coordinators

● Monitored and reviewed regularly by Heads of Departments (HOD) and Curriculum Coordinators.

Assessment grades are recorded on Bromcom for each pupil to track and report Pupil progress. This is related to the relevant key stage achievement thresholds/ grade Levels as outlined in Section 2B (above). Pupils who fall below their expected grade across the key stages will receive intervention and support to progress towards the required attainment/target grade.

SECTION 5: MARKING AND FEEDBACK PROCEDURE

AIMS

- To maintain consistency in the way student's work is marked
- To ensure all students have their work **marked regularly** to help them reach or exceed their full academic potential
- To create a dialogue which will support/aid progression

RATIONALE

The KFA marking & feedback policy combines both rigour and flexibility.

Our system is rigorous enough to ensure marking is completed, meaningful and accurate. Teacher feedback and marking exists for the sole purpose of enabling our students to progress academically.

Our system is flexible enough to allow teachers to complete work in accordance with their curriculum plans, allowing for them to use their professional judgement as to when and how to provide feedback to our students whilst creating meaningful points of reference to which students can refer back to. Feedback can be oral, written or demonstrated/modelled.

A.   EFFECTIVE MARKING TAKES PLACE WHEN STUDENTS KNOW:

- The objective of the task
- How well they have done to achieve the objective
- Suggestions and guidance towards their goal of learning

No piece of student work/performance is left unacknowledged.

B.   RESPONSIBILITIES AND PROCEDURES

- It is the responsibility of the **classroom/subject teacher to mark work regularly**
- It is the responsibility of the **curriculum/subject leader to ensure that the marking takes place** regularly according to the principles and guidelines expressed in this policy
- No section of work should be left without teacher **feedback for more than 2 weeks**
- Monitoring of exercise books and pupils' work should take place **half termly** within an academic year by **Subject Leaders and SLT**
- All students should be aware of **their targets**. These should be clearly written in the feedback or verbally communicated and reviewed regularly

- Regularly marked work with a clear rolling deadline (weekly, biweekly, etc), praise, feedback (WWW & EBI), current and target grade as appropriate.
- Different methods of assessment – presentations/written/oral/aural/formative/summative
- Evidence of different methods of marking/feedback taking place – teacher/peer/self.
- Evidence that marking/assessment/feedback has been acted upon – rewritten work/drafts/comments.
- Clear indication that poor presentation is challenged and development of this is supported.
- Providing information on how the student can improve standards in the subject

C. WHOLE SCHOOL FORMAT OF MARKING:

- WWW (what went well)
- EBI (even better if)
- Sign/Initial and Date marked work (Upper school)

The above format needs to be clear to both students and teachers to make it a meaningful process towards progression.

- Encourage and praise students whenever possible.
- Work should be dated.

D. BEST PRACTICE WOULD INVOLVE:

- Students routinely using written feedback to reflect on the strengths and weaknesses of their work and to identify ways in which they can improve
- Students being clear where in their work they have improved in response to feedback
- **The Academy's reward system should be employed** to reward both effort and achievement
- Teachers must maintain an **accurate record of student progress** and achievement which will support regular recording and reporting of levels
- **All marking should where possible support Literacy** therefore correcting spellings, grammar and punctuation is important

The following rules need to be followed in order to provide students with a consistent framework for all work:

1. When **peer assessing/marking** pupils correct in **red pens**

2. **Pupils self-assess/mark** in **red** (Upper)

2. **Pupils self-assess in blue or with pencil** (Primary)

3. **Teachers mark in green**

4**. TAs mark in black** (Primary)

5. **Pupils respond to marking using pink pens** (Primary)

6. **Pupils respond to marking using red pens** (Upper)

The following marking symbols used with underlining of the error:

Sp and underline the word and write the correct spelling above = Spelling

Gr =   Grammar

P =   Punctuation

Un. =   Unfinished

// =   new paragraph needed

? =   in the margin and the word underlined = wrong word used

^ =   word or letter missed out

Additional Marking Policy Symbols:

 A letter circled means it is in the wrong case

 Missing/incorrect punctuation

 Finger spacing

? Does not make sense

For the purpose of quality assurance with regards to teaching and learning, Senior Leadership Team and Heads of Department are guided to the table below to assess the quality and effectiveness of the assessment, marking and feedback process used by the teacher.

Type	What should be seen	Evidence for observers/internal reviews
Immediate	· Feedback from the teacher to immediately cause improvement. · Takes place in lessons with groups or individuals. · Often oral or modelled by the teacher. · May involve the use of LSA to provide support/challenge. · Can re-direct teaching or tasks (hinge questions). · Can involve highlighting or marking using the school code.	· Lesson observations & learning walks. · Some evidence of annotations. · Improvement evident in books or performance.

Formative	· Seen at the end of a lesson or task. · Usually the whole class. · Evidence learning from within the lesson. · Can be self, peer or teacher led against objective/criteria. · Identifies weaknesses to inform planning for the next lesson.	· Lesson Observations/learning walks. · Pre-and post-teaching based on assessment (evidence of planning using assessment information). · Self and peer assessment. · May be evidence by written marking/reflective points.
Summative	· Teacher completed, away from classroom time. · Comments/annotations for pupils to respond to in following tasks or lessons. · Provides teachers work to assess learning and understanding. · Leads to informed planning for future sessions. · Leads to target/goal setting for students.	· Acknowledged work in books or folders. · Written comments setting expectations and targets. · Referenced changes to teaching in the lesson. · Annotations or ideas targeting groups or individuals through informed assessment outcomes.

ACADEMIC HONESTY

PHILOSOPHY

In order for learning to be valid, pupils must engage in their studies honestly. When a student cheats or in any way compromises the integrity of the educational process, he demeans himself, debases the efforts of his peers, and degrades the value of the programme of study.

GENERAL GUIDELINES

From the beginning pupils work with teachers to develop shared understandings about cheating, plagiarism, and other instances of academic dishonesty. Pupils are expected to do their own work; to receive only such help from peers, parents, or others as is authorized by instructors; to avoid claiming as their own words, ideas, or data of others; and to refuse to assist peers in cheating. Pupils are encouraged to bring the efforts of others who cheat to the attention of school officials. Teachers educate pupils carefully on matters of academic honesty, including engaging pupils in activities that clarify what constitutes plagiarism and how to avoid it and about the difference between authorized collaboration and illegitimate collusion.

CONSEQUENCES

Pupils will receive a "zero" or "no credit" for an assignment attempted or completed through cheating. At the discretion of the teacher, the student may be required to complete the assignment (or an equivalent) for reduced credit. Depending on the student's history of misconduct, its intent, its severity, other action may be taken, including detention, suspension, or being dropped from the relevant class. In especially serious cases or for repeat offenses, pupils will be dealt with in accordance with the statutory guidelines.

APPENDICES

A. EXAMPLES OF EVIDENCE FOR ASSESSMENT USED AT THE ACADEMY

Practice	Formative	Summative
Pupil Questionnaires	x	
Lesson observation	x	
Moderation of work	x	
Work samples	x	
Teacher Assessment data	x	x
Analysis of test question response	x	
Test and exam results	x	x
Ofsted report/recommendations	x	
Departmental review	x	
School improvement plan	x	

Marking of work [books/folders], etc.	x	x
Subject reports from exam boards	x	
Projects	x	x
Presentations	x	x
Debates	x	
Field trips	x	
Service learning	x	
Learner Profile Attributes	x	
Peer-assessment	x	
Self-assessment	x	
Peer-led learning initiative	x	

King Fahad Academy
Primary School
Term Report – Autumn 2020-2021

Name	▮▮▮▮▮▮	
Class	5A	
Class Teacher	▮▮▮▮▮▮	
Attendance	87.80%	

SUBJECT	TEACHER COMMENT	ATTAINMENT
English Reading	During Term 1, our Power of Reading lessons were based on a book called 'The Last Wild'. We activated our reading skills by using inferences and using strategies to clarify meaning. We discussed different devices that are used to convey the meaning of a text. ▮▮▮ is now reading a wider range of texts and has a growing enthusiasm for books, particularly fiction/non-fiction. She is able to make more thoughtful statements about likes and dislikes in reading, sometimes with reasons. ▮▮▮ is deriving more pleasure from her books. Reading age: 6.04 Target: To continue to use phonics knowledge to segment and blend unfamiliar words.	Emerging
English Speaking & Listening	During our Power of Reading lessons, we engaged in various activities to demonstrate our speaking and listening skills. These activities included class debates and group discussions. We also re-enacted scenes from the class read and expressed our opinions and point of view. ▮▮▮ can be self-conscious about speaking in front of others. She is not a confident speaker, but enjoys listening to stories. ▮▮▮ listens more carefully in discussions and is joining in with more enthusiasm. ▮▮▮ is beginning to take part in discussions, and give her point of view. Target: To continue to develop expressing herself within all areas of English, e.g. poetry.	

English Writing	In our Power of Reading lessons, we practiced and improved our writing skills by engaging in various writing forms, such as; writing in role, writing newspaper articles and diary entries. We worked through strategies to improve the cohesion devices in our writing, such as fronted adverbials and paragraph structures. We also learned about Haiku poems and wrote our own Haiku Poems, conforming to the rules.	Developing
	With adult support, █████ is able to use simple sentence punctuation accurately. Her handwriting has recently improved but she will need to keep practicing her letter joins. █████ tends to write slowly and is not always able to get her ideas written in the time available. She would benefit from using the prompts available to her when writing. Target: To approach and complete work with a more independent mindset.	
AAL – Reading		PE
AAL - Speaking & Listening		IE
AAL – Writing	ماتمّت دراسته في هذا الفصل هو التدرب على تعلم معاني كلمات و عبارات جديدة وكيفية استخدامها، مثل الإجابة بالنفي عن أداة الإستفهام (هل) و إضافة حرف العطف (ثم) الدال على المشاركة والترتيب والتدريج. استنتاج المعنى العام للنص، والإجابة عن الأسئلة المتعلقة به. تحليل الجمل إلى كلمات والكلمات إلى مقاطع. التعرف إلى أقسام الكلام وتركيب جمل بسيطة من فعل وفاعل ومفعول به، كما استعرضنا صيغ الفعل المضارع الحاصل بعد التكلم (سألبس، سأشتري) وكذلك التدريب على صيغ الضمير المتصل. و بالنسبة للتلاميذ الأقل مستوى، ركزنا على تنمية مهارة القراءة والكتابة (الحروف والحركات والمدود وكذلك التنوين بأشكاله المختلفة)، كما واستعرضنا المفرد والمثنى والجمع بطرق بسيطة و مختلفة. █████ تلميذة مؤدبة وهادئة، تميل إلى الوحدة ولا تريد المشاركة في الفصل. تحاول إنجاز المطلوب منها لكنها تستغرق وقتا طويلا. كتابتها واضحة وخطها مقبول. تنتبه لتعليمات المعلم وسلوكها جيد. أظهرت مؤخرا بعض التحسن في القراءة و الكتابة والإملاء.تحتاج إلى بذل المزيد من الجهد لتحسن مستواها في المحادثة وفهم النص المقروء. What has been taught in this term: Training to learn the meanings of new words and phrases and how to use them, such as: the negative answer for the interrogative sentence(question) and the addition of the conjunctive (then) indicating participation, arrangement and graduation. Getting the general meaning of the text, and answering questions related to it. Dividing sentences into words and words into syllables. Recognizing the parts of speech and constructing simple sentences made of verb, subject and object. We also reviewed the forms of the present tense occurring after speaking (I will wear, I will buy, etc..) as well as training on how to use the attached pronoun. As for the lower level pupils, we focused on developing the skill of reading and writing letters, harakat (vowel marks), as well as the nunation (tanween) in its various forms. We also reviewed the	PE

	singular, the dual and the plural forms in simple and different ways. ▮▮▮▮▮ is a very polite and quiet student, tends to be alone and does not want to participate in the class. She tries to accomplish what is required of her, but it takes her a long time. Her writing is clear and legible. She pays attention to my instructions and her behavior is excellent. She recently showed some improvement in reading, writing and spelling. She needs to make more effort to improve her level of conversation and comprehension of what she reads.	
Art and Design	Children were given the opportunity to create imaginative work from a variety of sources, observational drawing, themes, using stimulus from an artist's work to refine their own style. They were given the opportunity to practise and adapt a more representational style in order to analyse and transform to an abstract form. Children were able to explore past and present artwork in order to draw upon different creative outlets. ▮▮▮▮ is beginning to develop her own drawing style. With guidance, ▮▮▮▮ produced a Picasso Cockerel using the information given, she was able to follow instructions to create her very own interpretation of Picasso's work. ▮▮▮▮ was encouraged to reflect upon her initial sketch in order to go onto a larger scale drawing and create a simplified cockerel shape. With guidance, Wasayf added some smaller details and colour to her work to develop her art. ▮▮▮▮ explored what Kente fabric is and the meaning of the pattern. Working as a class, ▮▮▮▮ was able to recall some of the different meanings each colour represents. In order to develop, ▮▮▮▮ should begin to thoroughly evaluate her own work, and that of others, making suggestions of improvement.	
Computing	In term 1 we studied two topics; online safety and 3D modelling using the Sketchup software. We have learned about the importance of online safety and how to avoid certain situations. We used Google SketchUp to design the interior and exterior of a house. With support, ▮▮▮▮ can select, use and combine a variety of software and Internet services to design and create programs, systems and content that accomplish given goals. Target: To be able to develop her sequence in programs.	Developing
Science	Within Science, children looked at the topic of 'Animals Including Humans', focusing on the changes that human beings experience as they develop to old age. Children were able to learn about the	Emerging

	changes to the body as humans get older. In Autumn 2, children learnt about how to identify different types of forces such as gravity, friction, water resistance and air resistance. They found out about Isaac Newton and her discoveries about gravity. Also working collaboratively, children were given the opportunity to work in a hands-on way to explore some forces by designing the best parachute and boat and developing their own brake pad for a tricycle or scooter. ██████ is beginning to think about the types of scientific enquiries used to answer questions. She is learning how to take measurements using scientific equipment and is beginning to record her findings using some scientific diagrams, tables and graphs. ██████ is beginning to use test results to make predictions. With support, she is able to present findings from enquiries in written and oral forms, drawing some conclusions or refuting ideas. ██████ can identify some changes that happen to humans as they develop to old age and with support and prompting, is beginning to identify differences in the gestation periods of animals compared to humans. ██████ can use the word 'gravity' to explain that unsupported objects fall towards the Earth. She can conduct simple investigations into how things move and is beginning to comment on air resistance and friction. Target: To use scientific vocabulary when explaining her reasoning.	
Geography	In Geography this term we explored the region of Eastern Europe. We located countries, capital cities and surrounding seas, in Eastern Europe, on a map. We researched different aspects, such as human geography, landscapes, climates and landmarks. We also compared these aspects to where we are living today: the UK. ██████ can locate some European countries, including Russia, on maps. She is increasingly able to identify some of the key physical and human features of European countries. ██████ can identify some geographical similarities and differences, through the study of human and physical geography, when comparing the UK to other regions around the world. She can identify some environmental regions of European countries. ██████ is becoming more confident when using maps, atlases, globes and digital/computer mapping to locate countries. Target: To independently develop confidence when using maps, atlases, globes and digital/computer mapping to locate countries.	Emerging

History	In History, children were introduced to the 'Stone Age to Bronze Age' topic, teaching them about how the Stone Age to Bronze Age period impacted on life in Britain. They learnt about how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Children were also given the opportunity to learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain. ███ has learned about some of the earliest civilizations, and their achievements, with support she is able to make comparisons between them. ███ can recall some facts about the Stone Age and Iron Age using picture prompts and is able to compare them to life today. During class and group discussion, ███ has demonstrated the ability to think of open ended questions when learning about how early man survived in the Stone Age in order to develop their knowledge of the topic. She is able to identify the similarities and differences when learning about Skara Brae, with prompting ███ is able to recognise its significance in history. Target: To develop her understanding of historical sources and that they can vary in regards to past historical events.	Emerging
Islamic Studies (AAL)	Unit 1: Year 5 began the year in Autumn 1 learning about Islam. We started by identifying the meaning of Islam and looked in depth and why Allah (S) created us. We also highlighted the importance of the Holy Book (Quran) and some information about Prophet Mohammad`s background. Unit 2: In Autumn 2 Year 5 learnt about cleanliness. We explored the curiosity that drives people to explore and ask many questions in this topic. We also spent time looking at Tahaarah (Purity) and types of water that should be used to remove impurity. We learnt as well about Wudu and the significance of it in Islam. We explored the wudu steps in depth and demonstrated some common mistakes that may be made. During the lessons, ███ is usually a calm participant in class discussion. ███ understands the meaning of cleanliness. She also showed comprehension of the significance of Tahaarah (cleanliness) in Islam and was able to identify that pure water that should be used to remove impurity by looking at its features. I was pleased to see ███ so enthusiastic with her work, and that she had a good understanding of the topic. ███ made a wonderful card and I was happy to see her creative side as always. I was very impressed with her work, it was brilliant! In relation to the Quran, we have been learning Surat Al-Muddathir	Emerging

	▉ is able to memorize some of the surat. She is very (المدثر). keen to learn more. For ▉ to further improve her skills, she needs to practice more every day. Well Done!	
Mathematics	During term 1, we covered the topics of Number & Place Value, Addition and Subtraction, Statistics and Multiplication & Division. The children learn to read, write, construct and deconstruct numbers up to 1,000,000. They used concrete, visual and abstract methods to help identify the value of individual digits in numbers with up to six digits, including decimals. They also looked at rounding numbers. They also delved into negative numbers, factors, multiples, prime, squared and cubed numbers. They focused on using different methods to work out problems involving the four operations. ▉ understands place value in 4-digit numbers, with some support she can order and compare numbers to 1000 and with prompting can count in 2s, 3s, 4s, 5s 10s, 25s and 100s. ▉ can add and subtract numbers with up to and beyond 4 digits using formal methods, and with guidance can use inverse operations to check answers when reminded. When guided, ▉ can solve one and two-step problems which use all four operations. She can use positive and negative numbers, and with guidance ▉ can round numbers to any given number and solve number and practical problems effectively. ▉ is able to read and interpret information in timetables. In order to progress, ▉ should continue to practise solving comparison, sum and difference problems when interpreting line graphs and tables. With support, ▉ can use and recognise factors and multiples in the 2, 3, 4, 5 and 10 times tables. Target: To further develop, ▉ should practise identifying prime numbers to 19 and continue practising her times tables.	Emerging
PE	During Autumn 1, we focused on health-related fitness. The pupils learned how to locate and measure their resting heart rate and participated in a fitness circuit. During Autumn 2, we focused on football as a competitive sport. The pupils further explored the skills, rules and terminology required in football. ▉ is beginning to locate and measure her resting heart rate with some accuracy. She is beginning to dribble, pass and shoot with some accuracy and control. Targets: ▉ needs to work on completing her work on time.	Emerging

General Comment	▉ is a quiet and thoughtful member of our class who enjoys school. She follows classroom rules and her behaviour is always good. When working on a paired or group activity she usually works cooperatively with other members of the class. When feeling confident she knows the answer, she sometimes joins in with discussions and answers questions.

King Fahad Academy
Upper School
Term Report – Spring 2020-2021

Name	██████████
Class	8.2
Form Tutor	████████
Attendance	79.44%

SUBJECT	ATTAINMENT	ACHIEVEMENT	EFFORT
Arabic	Securing	67%	C
Art and Design	Mastering	80%	A
Design and Technology	Mastering	82%	A
English	Securing	65%	C
Geography	Securing	55%	A
History	Securing	56%	C
Mathematics	Developing	42%	B
PE	Securing	55%	B
Religious Education	Securing	55%	B
Saudi Cultural Awareness	Securing	75%	B
Science	Securing	70%	B

ATTAINMENT

Emerging - Some evidence of target being met (0-29%)

Developing - Limited evidence of target being met (30-54%)

Securing - Adequate evidence of target being met (55-79%)

Mastering - Evidence of target being mastered (80-100%)

EFFORT

A - Excellent. Evidence shows exceptional dedication and commitment to work. There is clear evidence of extra time and effort being put into work completed in and outside class. Work shows great care and attention to detail. In class, the student is very attentive and is fully involved in all activities.

B - Very Good. Evidence shows a positive attitude and commitment to work with some readiness to put in extra time and effort into work completed in and outside class. Work shows care and attention to detail. In class, the student is attentive and readily participates in activities.

C - Satisfactory. Evidence shows dedication toward work for required assignments. All work is well presented. No evidence is present for a willingness to commit further. In class, the student is generally attentive and participates on a regular basis.

D - Inconsistent. Evidence shows a detached approach to all assignments given. Work is done at the minimum requirement, or not always complete and is occasionally submitted late. No great effort is put into homework. In class, the student is inconsistent in attention and participation.

E - No Effort. Evidence shows a detached and unsatisfactory attitude toward all assignments given. There is a lack of any effort to complete and submit work in and outside class. The work effort is well below standard. In class, the student is not attentive and does not participate.

C. BASELINE AND BENCHMARK ASSESSMENTS: CLARIFICATIONS

Baseline Assessments:

The Academy uses standardised tests to assess the progress of its pupils. Whole-school baseline tests are a series of standard tests from CEM for all pupils at the Academy.

● **Baseline test data** is collected during the first 6 weeks of a student's arrival at the school. For pupils entering the EAL immersion programme, they are tested after 12 weeks.

● The data is analysed and shared with teachers to support their planning

Subject Specific Base lining:

Within each subject teachers are expected to baseline their pupils to determine where they are:

● The data is analysed for gaps using gap analysis

● Any information relating to learning support is passed on to SENCO, and for language, to EAL or AAL for detailed-specific intervention

● **Intervention** is set up to support the student in the area of need

Benchmark Assessments: Benchmarks are assessments given throughout the academic year to monitor, evaluate and determine student achievement and progression.