



RAFFLES
INTERNATIONAL
SCHOOL

**Secondary (Years 7 – 13)
Assessment Guidelines**

2024-2025

Target Setting at Raffles International School

At RIS we use the CAT 4 to assist in target setting. The CAT4 is an assessment tool used for children aged between six and 17 years and has similarities to an adult IQ test. The test is divided into four 'batteries': verbal, non-verbal, quantitative, and spatial ability. CAT4 uses the outcomes of the test to indicate projected examination outcomes.

The targets we set are called Minimum Attainment Grades (MAGs).

If the CAT 4 indicator suggests that a child will achieve a grade 4.7 in their GCSE exam the Minimum Attainment Grade can be a 5 (which would be the best fit in this case) or above. The lowest that it could be set is a grade 4.

If a child has a CAT 4 indicator of a 6.3 their Minimum Attainment Grade can be a 6 (which would be the best fit in this case or above). The lowest grade that could be set is a grade 6.

Data input is based on **professional judgement**. This does not require a specific test or numerical data but can be based on a range of prior assessments, class work, participation in class, feedback and response, homework and attitude to learning. Although this requires evidence, it does not need to be an assessment or a mock exam.

What is the difference between attainment and progress?

Attainment – The level students reach, usually measured by reference to benchmarks, such as test and examination results.

Progress – The development in learning between two points in time.

Our progress reviews at secondary school have a number of sections. One of these is Current Level. When measuring and tracking student progress throughout the year, teachers use their professional judgement to track the level they are currently working towards **by the end of the year**. Students' reports will show their Minimum Attainment Grade as their Target and their Current Level as shown on the example below. It also reports Current Level vs Target level with a corresponding colour.

Current Level vs Target Level	
Well Above	Blue
Above	Green
Meeting	Yellow
Below	Orange
Well Below	Pink

Secondary School Progress Report - 2023/2024

Rewards for Learning	
No of Rewards	86
Attendance since start of academic Year	
Attendance Percentage	100.0

Name: _____ Form: 7A Form Tutor: _____

Subjects	Teacher	Minimum Attainment Grade (MAG)	October		January		March		End Year
			Current Level	Effort	Current Level	Effort	Current Level	Effort	Final Grade
Computing	Marlin Alaa Mourad Migalaa	7	Above Target	Usually gives his/her best effort	Well above Target	Always gives his/her best effort	Above Target	Always gives his/her best effort	
English	Michael Senior	6	Above Target	Usually gives his/her best effort	Above Target	Usually gives his/her best effort	On Track	Usually gives his/her best effort	
Arabic B	Ramadan Abdelsalam	5	Below Target	Tries hard, but there is room for improvement	On Track	Tries hard, but there is room for improvement	On Track	Usually gives his/her best effort	
Science	Emma Donnelly	8	On Track	Usually gives his/her best effort	Above Target	Usually gives his/her best effort	Above Target	Always gives his/her best effort	
Mathematics	Gillian O'Brien	7	On Track	Always gives his/her best effort	On Track	Always gives his/her best effort	On Track	Always gives his/her best effort	
Innovation	Aidan Quinn	8	On Track	Usually gives his/her best effort	On Track	Usually gives his/her best effort	On Track	Usually gives his/her best effort	

Attitude to learning is measured using an Effort grade. This is used to encompass attitude to answering questions in class, attendance, homework completion and effort in class work as well as preparedness in terms of equipment.

Effort Grade
Always gives his/her best effort
Usually gives his/her best effort
Tries hard, but there is room for improvement
Demonstrates just enough effort in the subject
Demonstrates little effort in the subject
A vast amount of improvement is required

Progress and Reporting

As the students progress through school the complexity of the curriculum becomes more challenging. A student who has achieved a 4 in year 7 and a 4 in year 8 is making expected progress as they are

continuing to meet the expected standards of the curriculum at that particular level. The expected standards of the curriculum are set by KHDA and equate to a grade 4.

Our aim is to exceed this expectation - KHDA “outstanding” equates to most students making better than expected progress (see KPIs below).

KHDA Key Performance Indicators (KPI’s) for progress:

- “**Outstanding**” = 75% or more of students make better than expected progress from their start point.
- “**Very good**” = 61% - 74% of students make better than expected progress from their start point.
- “**Good**” = 51% - 60% of students make better than expected progress from their start point.
- “**Acceptable**” = 75% or more of students make the expected progress from their start point.
- “**Weak**” = Less than 75% of students make the expected progress from their start point.

For students on the iGCSE programme, Grades 1-3 would be classed as below the curriculum standard, Grade 4 and 5 would be classed as working at the curriculum standard and for those students attaining a Grade 6 or above, they would be classed as being above the curriculum standard.

The same principle would apply to the AS and A-Level courses, with Grades E and D being classed as below the curriculum standard, Grade C being classed as the curriculum standard and for those students attaining a Grade B or above, they would be classed as being above the curriculum standard.

For those students taking the BTEC courses, these are graded on a different system using the levels of Distinction, Merit and Pass. For full details on this assessment system, please refer to the individual BTEC handbooks for each subject area.

Note: For overall whole-school attainment to be **Outstanding**, “most students attain levels that are above the curriculum standards”. **Good** means “the majority of students attain levels that are above the curriculum standards”.

Year 7-11	Year 12- 13	Curriculum Standard
Grade 1- 3	D and E	Below curriculum standard

Grade 4 and 5	C	At curriculum standard
Grade 6 and 7	B	Above curriculum standard
Grade 8 and 9	A and A*	Well Above curriculum standard

Reporting Progress

Year 13						U	U	U	U	E/D	C	B	A	A*
Year 12					U	U	U	U	E/D	C	B	A	A	
Year 10/11				1	2	3	4	5	6	7	8	9		
Year 9			1	2	3	4	5	6	7	8	9			
Year 8		1	2	3	4	5	6	7	8	9				
Year 7	1	2	3	4	5	6	7	8	9					

If a student has a Target Minimum Grade of a 7 at GCSE, then they will be making good or expected progress if they are working at a Grade 7 in Year 7, 8 and 9.

Progress Check Reports

For Years 7-13, a summative report will be made available to parents at the end of each progress check via iSAMS. The reports will show how the student is performing compared to their Minimum Attainment Grade at the beginning of the year. A full report will be written in February for students in Year 11, 12 and 13 and for students in Year 7, 8, 9 and 10, their full report will be at the end of the academic year.

	Targets set by	Progress Check 1	Progress Check 2	Progress Check 3	Progress Check 4
Data drop dates	End of September	October Half-Term	January	March	End of Year
Full written report			Year 11, 12 & 13		Year 7, 8, 9 & 10

Assessment evidence

Determining a student's grade that is accurate and consistent at each data collection requires teachers to consider a range of assessment data, including:

- Security of prior learning (e.g. evidence in student books and portfolios)
- Class work and homework
- Internal assessment throughout the year
- Appropriate external test data (e.g. GL Assessments, iGCSE, AS and A-Level results)
- Observation of performance in class.

To improve the validity and reliability of in-school assessments it is essential that the data collected is **moderated**. Sample work from each level would then be reviewed within departments. Where it has been decided to set written tests, these should be standardised by the subject leader or Head of Faculty and, where necessary, checked by SLMT.

The Heads of Faculty and SLMT will also triangulate teacher assessment via observation of students' performance in learning walks, drop-ins and formal lesson observations.

Assessment accountabilities

Requirements of Teachers:

- Complete reports in a timely manner
- Assess students regularly
- Set appropriately high expectations for curriculum coverage
- Create a risk-taking climate; no fear of 'failure'
- Work with middle management to plan support and monitor impact
- Provide required data analysis to middle management
- Ensure all data snapshot dates are met.

Requirements of Middle Managers:

- Monitor attainment and progress per subject or year group area
- Provide support to close gaps in attainment/plan interventions
- Help to review Curriculum Mapping/impact of support
- Identify trends in data (e.g. progress by designated group) from both internal and external data.

Requirements of SLMT:

- Ensure the collection and analysis of assessment data on a timely basis
- Provide high level analysis of performance data
- Work with departments to plan and monitor interventions
- Ensure that whole school planning is data driven.