CURRICULUM, TEACHING & LEARNING, ASSESSMENT AND REPORTING POLICY

POLICY ESSENTIAL INFORMATION

Title: Curriculum, Teaching & Learning, Assessment and Reporting Policy

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Committee: Leadership

Leadership Lead: CEO/Principal

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CURRICULUM

GEMS World Academy provides a curriculum that has been created to promote a balanced academic programme, intentionally designed for each stage of a child's developmental learning journey. Students engage in a range of academic subjects and learning experiences that promote conceptual learning through inquiry-based learning.

Students in our Primary Years Programme (PYP) engage in learning experiences that build on the concepts in each subject area and make connections, exploring relationships in the world in which they live. Subject areas include; English, Maths, Science, Arabic, French/Spanish, Music, Physical and Health Education, and Visual Arts.

Students in our Middle Years Programme (MYP) continue to build on their knowledge and skills through inquiry-based learning in the academic disciplines of; Language and Literature (English and Arabic), Mathematics (Mathematics, Mathematics Extended), Language Acquisition (French and Spanish), Science (Physics, Chemistry and Integrated Science), Individuals and Societies, Design Technology, The Arts (Visual Arts, Music and Drama), and Physical and Health Education.

Students in our Senior School extend their conceptual learning in preparation for completing their secondary education in six academic disciplines within the IBDP (and Courses) pathway. Students select from a range of subjects; Language and Literature (English and Arabic), Language Acquisition (French and Spanish), Individuals and Societies (Business, Economics, Global Politics, History and Psychology), Sciences (Physics, Chemistry, Biology, Design Technology, Sports Science and Nature of Science - SL only), Mathematics (Mathematics: Analysis and approaches; Mathematics: Applications and interpretation), The Arts (Music, Theatre and Visual Arts). Students will also complete IBDP core elements in Theory of Knowledge, Extended Essay, and Creativity, Action and Service (CAS).

The following areas of learning are promoted across the whole curriculum:
● The IB Learner Profile
● Approaches to Learning
● Personal, Social and Health Education (PSHE)
● Entrepreneurship, Innovation and Environmentalism (EIE)
● UAE Social Studies
● UAE Moral Education
● Islamic Education (Arabic and English instruction) – Islamic students only
● Cross Curricular Studies (see IB Programme details for more information)
● Mother Tongue (12 Languages) – available based on placement tests

GEMS World Academy (GWA) has a 5-day instructional timetable. The number and duration of lessons are adjusted to meet the different development learning needs ranging from PreK to the Grade 12 IB programme of instruction.

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NURSERY AND EARLY YEARS PROGRAMME

The GWA Nursery offers a Reggio inspired programme from age 2 year, leading into an IB programme from age 3. It is a full day programme from 8am - 3:10pm, with an optional early pick up of 1:30pm available. Students within the Nursery programme explore and learn skills through play-based instruction in the developmental areas of; Communication and Language, Physical Development, and, Personal, Social and Emotional Development.

GWA places students in age appropriate grade levels in accordance with the KHDA. The IB programmes allow for a greater degree of academic differentiation and therefore, we rarely accelerate children into higher grades, nor retain children in a lower year group.

PRIMARY YEARS PROGRAMME (PYP) – PREK TO KG2

CURRICULUM AREA	LESSONS/ CYCLE
Integrated English (Phonics, Literature and Stories)	10
Integrated Mathematics	5
Unit of Inquiry	5
Single Subjects (PE, Music, Visual Art, Swimming, Arabic Studies/French)	9
Interventions	3
Islamic (Optional for KG1 and KG2)	1

PRIMARY YEARS PROGRAMME (PYP) – GRADES 1 - 3

CURRICULUM AREA	LESSONS/ Week
Language Arts	5
Mathematics	5
Arabic Language A and B	4
UAE Social Studies or Arabic A Social Studies	1
Unit of Inquiry (Science and Social Studies)	4
Stand Alone (Science, Moral Education)	2

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Single Subjects (PE, Music, Visual Art, Swimming, Strings, French/Spanish)	6
Islamic Education A (Arabic Instruction) and B (English Instruction) / Mother Tongue	3
Interventions (Maths & Language Arts)	2

PRIMARY YEARS PROGRAMME (PYP) – GRADES 4 - 5

CURRICULUM AREA	LESSONS/ Week
Language Arts	5
Mathematics	5
Arabic Language A and B	4
Unit of Inquiry	4
Stand Alone (Science, UAE Social Studies, Moral Education)	3
Single Subjects (PE, Music, Visual Art, Swimming, Strings)	5
French/Spanish	2
Islamic Education A (Arabic Instruction) and B (English Instruction) / Mother Tongue	2
Interventions (Maths & Language Arts)	2

MIDDLE YEARS PROGRAMME (MYP) – GRADES 6 TO 9

CURRICULUM AREA	LESSONS/CYCLE
Form Tutor Time (PSHE, ATL Skills)	5
Language and Literature: English	4
Mathematics	4
Science	4
Individuals and Societies (including UAE Social Studies)	3

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Islamic Education A (Arabic Instruction) and B (English Instruction) / Mother Tongue	2
Language and Literature: Arabic (GCC Passport Holders) or Language Acquisition: Arabic (Non- GCC Passport Holders)	4
Language Acquisition: French or Spanish	3
The Arts (Visual Arts, Drama, Music, Dance)	3
Design Technology (Food Tech, Digital, and/or Product)	3
Physical and Health Education	2
Moral Education	1
Personal Development	1

MIDDLE YEARS PROGRAMME (MYP) – GRADE 10

CURRICULUM AREA	LESSONS/CYCLE
Tutor Time (PSHE, Moral Education, ATL skills)	5
Language and Literature: English	4
Mathematics (option of Extended Math)	4
Science (Physics-Chemistry, Chemistry-Biology, Integrated Sciences)	4
Individuals in Societies (including UAE Social Studies)	4
The Arts (Visual Art, Music, Drama)	3
Language Acquisition: Arabic French/Spanish (Non GCC Passport Holders) or Arabic (GCC Passport Holders)	4
Design (Digital Design or Product Design)	3
PE	3
Personal Development	1
Core (Personal Project & SA)	1
Islamic Education A (Arabic Instruction) and B (English Instruction)/ / Mother Tongue	2

*All subjects run for the full academic year.

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IB DIPLOMA PROGRAMME (IBDP) – GRADES 11 AND 12

CURRICULUM AREA	LESSONS/CYCLE
Tutor Time (CAS, PSHE, Moral Education, ATL skills)	5
Theory of Knowledge (ToK)	2
Core (CAS & Extended Essay)	1
Group 1 Language and Literature (HL or SL)	HL 5, SL 3
Group 2 Language Acquisition (HL or SL)	HL 5, SL 3
Group 3 Individuals and Societies (HL or SL)	HL 5, SL 3
Group 4 Sciences (HL or SL)	HL 5, SL 3
Group 5 Mathematics (HL or SL)	HL 5, SL 3
Group 6 The Arts (HL or SL)	HL 5, SL 3
Islamic Education A (Arabic instruction) and B (English instruction)	2

*IBDP students must select a course from each group with the exception of Group 6, where a second Group 3 or Group 4 course can be selected instead. IB Diploma students must complete 3 HL courses and complete all IB Core elements.

**IB Courses students can select all SL courses – one from each group with the exception of Group 6, where a second Group 3 or Group 4 course can be selected instead.

IB CAREER - RELATED PROGRAMME (IBCP) – GRADE 11 AND 12

CURRICULUM AREA	LESSONS/CYCLE
Tutor Time and core (Service Learning, PSHE, Moral Education, ATL skills)	5
Personal and Professional Skills	2
Group 1 Language and Literature (HL or SL)	HL 5, SL 3

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Group 2 Language Acquisition (HL or SL)	HL 5, SL 3
Group 3 Individuals and Societies (HL or SL)	HL 5, SL 3
Group 4 Sciences (HL or SL)	HL 5, SL 3
Group 5 Mathematics (HL or SL)	HL 5, SL 3
Group 6 The Arts (HL or SL)	HL 5, SL 3
BTEC – Business – Level 3 (Extended Diploma)	12
Language Development	2
Islamic Education A (Arabic instruction) and B (English instruction)	2

*IBCP students must select at least 2 IBDP courses from the options available, complete BTEC Level 3 – Business modules and the IBCP Core elements.

ALTERNATIVE CURRICULUM PATHWAYS

GWA also provides students with a high school diploma that is recognised by CIS and NEASC accreditation bodies. Students may elect not to sit IB World Exams and instead graduate with GWA – High School Diploma by meeting school-based assessment criteria.

Students of Determination who require an alternative curriculum can achieve certification through the recognised ASDAN curriculum at either; Bronze, Silver or Gold.

TUTOR PROGRAMME

Secondary Form Time classes meet every morning for 10 minutes, during 1 Moral Education lesson, and 1 Personal Development lesson.
- 1x10 min curriculum lessons covering; routines, next day reminders, attendance, homework, rewards and sanctions are reviewed
- 1x50 Moral Education lesson a week to cover MOE Moral Education curriculum
- 1x40 min Personal Development lesson a week to address PSHE, behaviour, Digital Citizenship, VEPA,

*Primary Form Tutors implement; PSHE, rewards, reminders, attendance, academic intervention, and assemblies within the class groups.

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EVENTS, VISITS AND ENRICHMENT DAYS

The curriculum is enhanced and reinforced by students participating in learning by attending field trips and excursions outside of the Academy campus. Local, national and international events are celebrated and planned within the curriculum (e.g. Science Fairs, Souqs, Social Impact Challenge). Students are able to compete in academic competitions as well as innovative and entrepreneurial events that promote application of their learning.

CLASSES

GWA believes in a variety of grouping strategies to support learning e.g. mixed ability groups. Primary homeroom classes are carefully constructed to provide a balance of learning and social groupings. Secondary classes are mixed ability groups determined by subject selection (including creation of ELG classes where possible for; English, Maths, Science and Individuals in Societies).

EXTRA-CURRICULAR ACTIVITIES

GWA is committed to offering a wide range of extra-curricular activities. Students have the opportunity to participate in a wide variety of sporting teams and language classes. The Enrichment Activities timetable is available for student selections three times a year.

Example Activities

- Olympiad clubs
- The Scribe Literary magazine
- Sports clubs and teams
- Lego Club
- Model United Nations
- Mad Science

TEACHING AND LEARNING

Teaching and learning is our top priority at GWA. Teachers should refer to the GWA Teaching and Learning Handbook (Appendix C) which is provided to staff. This outlines, in full, our expectations for Teaching and Learning at GWA. Its core tenets are summarised below:

VISION

Teaching at GEMS World Academy is about depth:

- **DEPTH IN TEACHING:** Our staff are experts in their fields, and not merely facilitators. It is the role of our staff to demonstrate success to students, and to equip them with the knowledge, skills and understanding to achieve it.
- **DEPTH IN LEARNING:** Our students are held to high expectations. They should be engaged and excited by challenging content, and appropriately supported to achieve outstanding progress from Nursery to Grade 12.

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- **DEPTH IN LEADERSHIP:** Teaching and Learning is the primary focus of every teacher, Middle Leader and Senior Leader in the school. Transparent and formative performance management, and extensive Career Professional Development at every level will support all staff in meeting our standards.

LESSON STRUCTURE

Consistency is powerful. All GWA lessons are based on the same basic structure and follow the Know, Understand, Do (KUD) approach to better facilitate differentiated learning experiences. This structure should only be deviated from on occasions when there is a compelling reason (e.g. extended assessment).

Phase	Purpose	Teacher's Role	Student's Role
Do Now (10 mins)	● Establish a positive learning environment. ● Do Now activity following by review of prior learning	● Greet students and check uniform ● Reinforce established classroom routines - take attendance ● Reteach previous learned skills ● Conferencing with small group or individual students ● Reinforce established classroom routines	● Enter classroom and prepare for learning, ● Commence learning provided on entry: review prior learning; respond to teacher feedback (SLA)
Review lesson objectives & Know, Understand, Do (LO) (5 mins maximum)	● Connect current learning with prior learning and Key Concept	● Critical questioning to assist students in making deeper connections between prior and current learning and the Key Concept	● Participate in discussion in making connections with prior and current learning and relationship with Key Concept. ● Update exercise book with date/ LO
Activity 1: Introduce / Develop	● Introduce/explore new knowledge, understanding or skill. ● Application of new knowledge, understanding or skill.	● Learning will vary depending on purpose and include: High quality direct instruction, Inquiry-based activities, consolidation of learning, critical thinking, question ● AfL Strategies	● Participate in the learning experience ● Question, discussion ● Agency for learning

Plenary and Exit	● Review learning ● Connect back to LO and Key Concept	● Summarise learning and connect with LO and next steps ● AfL to assess understanding	● Reflect on learning, connect with prior learning, LO and next steps.

ASSESSMENT FOR LEARNING AND FEEDBACK

QUALITY ASSESSMENT FOR LEARNING AND FEEDBACK

According to Hattie (2008), feedback is one of the most powerful influences on learning and achievement. Feedback is an integral part of the teaching and learning process at GWA and aims to bring about a positive improvement in student learning. 'Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning' (IBO, 2018). While it is acknowledged that feedback can and will often look different in different subjects, some core elements should remain consistent throughout the Academy;

● All feedback is timely (in close proximity to the work), specific (references criteria), and actionable (students should be able to act on it)
● A balance of verbal, written, peer and self-assessment feedback methods are used
● Feedback should be easily understood by students
● Feedback should target both strengths and areas for improvement
● No more than 2-3 action points/strengths should be included to avoid cognitive overload
● Evidence of students acting on feedback should be seen in the form of corrections/edits on current pieces of learning and improvements in subsequent learning

There are built-in opportunities for students to review and action feedback within lessons. Consider incorporating this into lessons as routine, especially when involving students in a reflective process

Students' books and grades tell the story about their progress, achievement and understanding, and the assessment and feedback of students' work should inform our teaching.

TYPES OF FEEDBACK

Self/Peer Assessment	● Should reference success criteria, rubrics or checklists. ● Process should initially be modelled and scaffolded for students. ● Purpose is to give immediate feedback, identify misconceptions and develop assessment-capable learners. ● **Frequency: Multiple times per week**
	● Takes place during independent and guided learning in class. ● Should be immediately actioned if necessary.

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'Live' Feedback	● Can be verbal or written ● Purpose is to correct misconceptions and any literacy mistakes (marking). ● **Frequency: Daily**
Written Feedback	● Includes both individual comments and whole class feedback. ● Should be immediately actionable with time provided. ● Purpose is to correct misconceptions and provide next steps for improvement. ● **Frequency: As per subject leader's guidance.**

WRITTEN FEEDBACK

Written feedback is important, but can be time consuming. At GWA, students are expected to regularly self- and peer-assess using **a different coloured pen or pencil**; **this provides the majority of feedback in any book.** Teachers can also use their lesson time to Live Mark, by making notes in books as they circulate.

In Primary, teachers use **'Green is Great'** and **'Pink to Think'** as the **Strength**, **Literacy** and **Action** when giving written feedback in students' exercise books and when marking digital work.

GWA SLA GUIDE

Code	Meaning	Description
S	Strength	Identify a strength within the student's work. Be specific and link with key learning objectives. Example: **Excellent use of quotes to support your opinion.**
L	Literacy	Literacy errors should be corrected using the codes below. It is not necessary to write out anything more than see above, though you may wish to comment on recurring patterns. Example: **Ensure you are using the same tense throughout the paragraph.**
A	Action	Identify 1 or 2 actions for the student to respond. Avoid giving more than 2 actions; this can be overwhelming for students. Students should respond to their Actions in Green Pen within a given timeline. Be specific. Example: **Redraft paragraph 3, use academic/unit vocabulary**.

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Feedback	Informal Marking		Formal Marking		
	Self/Peer Assessment	Live Marking	Home Learning	Formative Assessment	Summative Assessment
How is it marked?	Students use a different colour on self/peer assessment	Notes are in margins	Strength Literacy codes Action	Strength Literacy codes Action	Strength Literacy codes Action
How do students respond?	Correct errors if appropriate	Correct errors if appropriate	Correct L errors Respond to A	Correct L errors Redraft using A	Correct L errors Redraft using A
How often is given?	At least once every two lessons	During most independent tasks	At least once a cycle	At least 4 times/term	At least 4 times/term
Where will it be seen?	Student exercise books	Student exercise books or digital work. Teacher can write **"VF"** for verbal feedback and make notes of the main points	Student exercise books, digital work or assessment conditions	Student exercise books, digital work or assessment conditions	Student exercise books, digital work or assessment conditions

Formative and summative assessment feedback can count in place of home learning as long as the feedback is evidenced in student notebooks.

MARKING CODES

LITERACY CODES - Grade 2 - Grade 12

Code	Description	Student Response/Action
//	New paragraph needed	N/A
Sp	Spelling Mistake	Students correct errors, then "Cover, Copy, Compare".
C	Capital letter mistake	Students correct the error.
P	Punctuation mistake	Students add, remove or correct the error.

Gr	Grammar mistake	Students correct the error.
V	Vocabulary	Students up-level vocabulary (e.g. use a synonym).
?	Meaning/Handwriting unclear	Students rewrite the sentence/paragraph.

LITERACY CODES – PreK - Grade 1

Code	Description	Student Response/Action
	Sounding out	Student to practice with teacher modelling
	Capital letter	Students correct the error
	Full stop	Students correct the error
	Finger spaces	Students practice using finger spaces
	Vocabulary	Students up-level vocabulary (e.g. use a describing word).
	Letter formation	Students practice correct letter formation.

ASSESSMENT

ASSESSMENT, A DEFINITION: THE EVALUATION OF A STUDENT'S ACHIEVEMENT

We assess students' work to ensure they make progress. Assessment is likely to be different in different subjects. In all subjects, it is not just about the content; it is about the learning process and how to effectively communicate what we learn and how we learn it. Teachers assess using a range and balance of assessment tools and strategies in a context which is both relevant and motivating for students. Assessment forms an integral part of the planning/assessment/reporting

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cycle and monitors the progress of student learning and achievement. It also determines the effectiveness of teaching, informs curriculum and assessment review.

ASSESSMENT STRATEGIES

GWA values the use of a *range* of assessment strategies during the programme, including formative (assessment for learning) and summative (assessment of learning) assessments. Assessing students' prior knowledge and understanding as well as monitoring their achievement during the teaching period will enable teachers to plan and refine their teaching accordingly.

Strategies for assessment could include:
- Observation
- Performance assessments
- Process focused assessments
- Selected responses
- Open ended tasks
- Student self-assessment and peer assessment

ASSESSMENT TASKS

Assessment tasks should be designed to allow students to demonstrate their understanding through a variety of modes of communication. Offering students choice in how they would like to present their understanding can lead to a higher level of student engagement and success in demonstrating understanding and should be considered whenever possible. Assessment tasks value the process of thinking and may be evidenced through products, performances and student actions including yet not limited to:

- Compositions
- Investigations
- Research
- Performances
- Presentations through various media
- Learning Journals
- Reflections
- Tests/Quizzes

ASSESSMENT TOOLS

The above tasks may be assessed using the following tools:

Anecdotal records: brief written records based on observations of students. May include quotes from students
Continuums: visual representations of developmental stages of learning.
Students are plotted on continuums based on teacher's assessment data
Rubrics: an established set of criteria for rating students in all areas
Exemplars: samples of students' work that serve as concrete standards against which other samples are judged
Checklists: lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist

ASSESSMENT PROTOCOLS

We are constantly monitoring and recording student progress and achievements in iSAMS. It is important that all staff adhere to the deadlines for submission of data to ensure assessments are rigorously moderated, analysed and grades reported to parents and carers. The Middle Leadership Team will need the data to support their identification of students and/or groups of students for interventions.

The formal formative, summative and external exam sessions have strict protocols which need to be adhered to which can be found in the Appendices below. Please see IB programme specific assessment protocols for PYP (Appendix D), MYP (Appendix E) and IBDP, IBCP (Appendix F), Late assessment protocols for MYP, IBDP and IBCP (Appendix G)

GWA administers a number of different summative examination sessions throughout the academic year according to the following table.

Exam Session	Grade Levels	Exam type
September exams	Grades 1-10	National Agenda External exams (CAT4 and MAP)
January exams	Grades 2-9	National Agenda External exams (MAP)
	Grades 12	Mock exams
May exams	Grade 12	IB World Exams Grade 11 Mock Exams
June exams	Grades 2-9	National Agenda External exams (MAP)
	Grade 10	Grade 10 Mock Exams

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ASSESSMENT FOR LEARNING: FORMATIVE ASSESSMENT

Formative assessment focuses on assessment as an essential learning process. Assessment instruments primarily designed for formal assessment at the end of the course should also be adapted and used formatively as part of the learning process. (IB 2010)

Given that the purpose of formative assessment is to improve student learning, all formative assessments should be returned to students prior to any summative assessment being completed. A student receiving their formative assessment after a summative has been completed largely defeats the scaffolding purpose of the formative assessment.

ASSESSMENT FOR LEARNING: SUMMATIVE ASSESSMENT

Summative assessment is concerned with measuring student learning against stated learning outcomes and objectives. Teachers must be aware of the principles and practices that the IB uses to conduct summative assessments, and ensure reliable results in accordance with IB guidelines. Summative and formative assessments are, therefore, inherently linked and teachers must use their knowledge of IB summative assessment expectations and practices to provide students with the opportunities to consolidate their learning through formative assessment practices.

ASSESSMENT MODERATION

As much as possible, all summative assessments will be moderated prior to grading. GWA views moderation as a method of facilitating accurate assessment. In addition, as noted by the IB (2010) "Teacher collaboration is essential where more than one teacher is involved in teaching the course, schemes of work must be developed collaboratively."

All summative assessments must be moderated in the following manner:
● Teachers should exchange a "low", "medium" and "high" sample for a colleague(s) to moderate
● Teachers should not reveal to their colleague the grades they have given the samples, this will ensure a more authentic moderation process
● Following discussion of the moderation, teachers record the original grade and the moderated grade appropriately for the IB programme

This process should be recorded after each moderation session. A sample moderation template for Secondary can be found here. Primary moderation document found here.

ASSESSMENT ACCOMMODATIONS

GWA teachers must implement the recommendations of each SEND student's Individual Education Plan (IEP) or Learning Support Document (LSD) to its fullest extent. The IEP or LSD are developed based on the accommodations permitted and approved by the IB as a result of educational psychology, medical reports, and/or testing. Testing provisions indicated in the LSD will extend through to World Exams, in this way students will be tested throughout the programme in the same way they will be tested at the end of the programme. See the Inclusion Policy for further details on approaches to teaching and assessment for SEND students.

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GWA teachers must implement the recommendations for students identified as requiring support based on English being an Additional Language (EAL) through the WIDA assessment. Accommodations align with the IB access arrangements, and are determined by WIDA results and recorded in a student's Individual Language Plan (ILP).

GRADING AND REPORTING

GRADING

GWA reports using the IB grading scale of 1-7 for subject areas in Secondary, and through the use of grade descriptors rather than numbers in Primary. Please see IB programme specific assessment protocols for PYP (Appendix D), MYP (Appendix E) and IBDP, IBCP (Appendix F).

ARRIVING AT A GRADE

Arriving at a grade for a report will be primarily based on summative assessments, though formative assessments will also help to inform teachers of student progress, especially when it is difficult to decide between two grade levels.

THE "BEST-FIT" APPROACH TO ASSESSMENT

The best-fit approach relies on teachers using outcomes-based assessment practices effectively. When assessing a student's work, teachers should assess each strand/outcome/criterion individually until they reach a descriptor that describes an achievement level that the work being assessed has not attained. Once this has been completed for each strand/outcome/criterion being assessed, an overall picture of the student's achievement will emerge.

Where it is not clearly evident which overall grade should be awarded, teachers must use their judgment to select the grade that best matches the student's work overall. The "best-fit" approach allows teachers to select the achievement level that best describes the piece of work being assessed. It is important to remember when doing so that a student does not have to achieve against all of the strand/outcomes/criterion to be awarded an overall level in that subject.

REPORTING

Termly report grades give students, parents, teachers, Academy leaders and Governors clear information about the progress of students towards curriculum outcomes for the end of the academic year (IBDP, IBCP for the end of the programme). Teachers determine this grade by considering a broad range of assessments: the results of recent quizzes or tests; the quality of work completed in students' books; the quality of homework; the results of practical assessments; the results of assessed presentations or project work. In subjects where results are determined for the most part by terminal examination, assessment types should reflect this in earlier grade levels, since the students' ability to demonstrate what they know and can do under examination is what is ultimately being tested.

Departments can decide the exact blend of assessments which combine together to form the termly report grade and should expect for this to triangulate with student performance observed in; learning walks, notebook reviews, observations, and summative assessments

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sessions.

These should be based upon students' performance in past papers which have been conducted in timed conditions and marked according to official mark schemes.

Target grades are produced for all Secondary students by the Academy. They are assigned based on a triangulation of 3 data points: CAT4 "if Challenged" grade, MAP, and the previous reports. Once this has been set, students who make progress in attaining this target will be reported on each cycle by indicating whether they are "Exceeding", "Meeting", or "Approaching" target scores.

If a student is more than a grade below their target, the teacher must respond to this at the start of the following term by advising what is going to be done to help the student to get back on track. Responses should also include details of any special provision that teachers are making for Students of Determination, and this should be noted in the students Learning Support Document (LSD).

PREDICTED GRADES IBDP AND IBCP

When looking to establish predicted grades, subject teachers will use both internal and external data to arrive at grades. For example, if a student's overall achievement in a subject area is consistently a 5 then this is the grade they are predicted for both university and IB purposes. The teacher is however allowed the ability to use their professional judgement and a best-fit approach to support a student's application. For example, if a student is between a 4 and a 5, the teacher is able to award either grade. In this way, the predicted grades are consistent, fair and supported with empirical data.

IA grade boundaries rarely change because the task is neither different nor more difficult.

Predicted grades are also put in place to identify "at-risk" students. At-risk students are identified as any student who is within 2 points of the next grade boundary or who has a predicted grade 2 or more grades below their exam score. This is investigated in the context of the overall course grade, not for a particular component. If any student is within 2 points, all of their exam papers are re-assessed.

The at-risk process is also initiated for any Academy's predicted grades that seem to be out of sync with students' scores. Grade Award Teams will look at several samples from the Academy to see whether there has been an error in grading, or if in fact the issue is with the Academy predicting grades too highly.

GWA typically sends predicted grades (PGs) four times a year – **for university applications** and **again for the IB at the end of the programme**. In April, the second set of predicted grades is required by the IB for every student, no matter when they plan to attend university. This set of PGs is inevitably more accurate now that all the required Internal Assessments (IAs) have been submitted, and there is a broader sampling of student work. As a result, they may be different from the first round of predicted grades sent to universities.

APPENDICES

Appendix A: Unit Plan Template (PYP)
Appendix B: GWA Lesson Plan Proforma

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