Nurture
Lifelong
Learning

Assessment and Reporting Policy

This procedure is reviewed annually to ensure compliance with current regulations.

Approved/reviewed by	Principal
Date of review	August 2026
Date of next review	August 2028

We aspire to be an inclusive, world class school of choice for parents in Dubai, where every student is happy, positive and thriving academically, socially and emotionally.

Assessment & Assessment and Reporting Policy

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1. Vision & Philosophy of Assessment at AGS

At Arcadia Global School (AGS), assessment is a meaningful, student-centered process designed to guide learning and development. We view assessments as progress checks, ensuring that each child receives the right support and challenge without unnecessary stress. Aligned with KHDA expectations and global best practices, our assessment approach is:

- **Holistic** – Incorporating academic, social, and emotional progress.
- **Formative & Summative** – Using assessments to inform teaching, not just measure attainment.
- **Inclusive** – Tailored to diverse learning needs, including ELL and SofD students.
- **Data-Driven & Ethical** – Guiding school-wide decisions while fostering a growth mindset. Assessment contributes directly to curriculum development, SEF, and SDP priorities.
- **Reflective of Our Values** – Embodying altruism, respect, compassion, aspiration, determination, integrity, adventure, grit, optimism, bravery, and alacrity.
- **Validity:** Assessments accurately reflect the curriculum and intended learning outcomes.
- **Reliability:** Judgements are consistent across classes and year groups through moderation and shared standards.
- **Transparency:** Pupils understand how they are assessed and how to improve.
- **Responsiveness:** Assessment informs immediate and long-term adjustments to teaching and planning. At Arcadia Global School (AGS), assessment is a meaningful, student-centred process designed to guide learning and development.

Behind every number is a child.

Data is about stories of learning. We use it to teach better, to help every child learn better, and to remove barriers so every child can succeed.

1.1 Aims of Assessment at AGS

Assessment at AGS aims to:

- Monitor and record attainment and progress across all subjects.
- Inform high-quality teaching and adaptive planning.
- Identify pupils requiring intervention, enrichment, or targeted support.
- Ensure alignment with the National Curriculum, KHDA expectations, and international benchmarks.
- Provide clear, accurate, and timely information to pupils, parents, teachers, and leaders.
- Support whole-school improvement and strategic decision-making.

2. Early Years Foundation Stage (FS1 - FS2)

2.1 Purpose of Assessment

In the Foundation Stage, assessments provide insights into children's development in:

- Communication & Language
- Physical Development
- Personal, Social & Emotional Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts & Design

2.2 Assessment Methods

- **Baseline Assessment** – Conducted at the start of FS1 and FS2 to determine each child's starting point.
- **Ongoing Observations** – Teacher's document learning through discussions, focus groups, work samples, and learning journeys.
- **Progress Checks** –
  AGS implements structured progress checks at four key points in the academic year: Baseline, End of Term 1, End of Term 2, and End of Year. These are recorded using colour-coded highlighters to visibly track development across the year. Progress Checks are built around core EYFS domains:
  - Communication & Language
  - Personal, Social & Emotional Development (PSED)
  - Physical Development (including fine motor tracking)
  - Literacy (including Phase 1 phonics subskills and writing samples)
  - Mathematics (number, shape, measure, and positional language)
  - Assessment is carried out through a blend of structured observational checklists, 1:1 practical assessments, and recorded evidence such as pupil mark-making and oral responses. Teachers refer to the AGS Progress Check Teacher Guide to ensure consistency and reliability across the team. Writing assessments also document pencil grip, hand preference, and the independence level of the writing task.
  - Findings from these checks directly inform classroom planning, small group interventions, and ongoing learning objectives, ensuring that support and challenge are well-targeted. The information gathered also supports the teacher's professional judgement when updating the EYFS trackers, ensuring consistency between classroom work and progress recorded against the Early Learning Goals.
- **EYFS Trackers –** Teachers use tracking sheets aligned with the EYFS objectives. Each term, they mark off objectives taught and assessed, ensuring a comprehensive overview of individual progress across all areas of learning.
- **Parent Meetings** – Sharing insights into individual progress, strengths, and areas for support.

2.3 Reporting & Feedback

- Where appropriate, personalised next steps are shared with parents to support continued growth in key areas of learning.
- End-of-term reports are shared twice per year - at the end of Term 1 and again at the end of the academic year - to provide a comprehensive and well-rounded view of each child's development. These reports draw directly from the EYFS learning areas and reflect the school's values. These reports include a photograph linked to each EYFS learning area, capturing meaningful moments from the child's learning journey and providing parents with a clear visual insight into their development and engagement.
- FS1/FS2 Learning Journals – Portfolios tracking early years development. These journals are built over time through annotated photographs, samples of child-initiated and adult-supported learning. They highlight each child's developmental journey across the EYFS learning areas and provide an authentic window into their engagement, progress, and curiosity throughout the year.
- Parent Consultation Meetings:
  - Term 1: Meet and Greet to build relationships and discuss early observations
  - Term 2: Progress Meeting to share developmental milestones and next steps
  - Term 3: In classroom visit where parents can observe how their child learns in the setting. This is called "Learning Through Our Eyes."
  - Parents or teachers may also request a meeting at any time during the year

3. Primary School (Year 1 – Year 6)

3.1 Purpose of Assessment

Assessment in the Primary phase is designed to ensure coverage and mastery of the National Curriculum for England while supporting a responsive and inclusive approach to teaching and learning. Assessments are used to:

- Track attainment and progress in English, Mathematics, Science, and Arabic, Islamic, Social Studies and MSCS.
- Inform adaptive teaching and responsive planning.
- Guide intervention and enrichment strategies.
- Support development of metacognitive and self-regulation skills through self- and peer-assessment.
- Ensure students are appropriately challenged, supported, and celebrated in their learning.

3.2 Internal Assessments

- **Baseline Assessments** – To identify strengths and areas requiring additional support.
- **Progress Checks (Summative Assessments)** –
    - In English, this takes the form of an independent written outcome linked to the unit's genre and objectives.
    - In Maths and Science, progress checks include concept- and application-based tasks directly aligned with taught content. Mathematics progress checks make use of White Rose end-of-unit assessments to ensure coverage, challenge, and alignment with mastery principles. In Science, progress checks draw on Sigma Science assessments or Science Bug/Active Learn unit reviews, providing reliable application- and enquiry-based measures of learning.
    - Outcomes are recorded on AGS Marking Trackers and mapped to Learning Ladders to show objective-level attainment and progress.
    - Progress checks also take place in foundation subjects, where teachers review pupils' understanding of key knowledge and skills taught within each unit. These assessments may include short written tasks, practical activities, quizzes, or applied learning outcomes aligned with subject-specific objectives. They evaluate how well pupils have learned and applied the key knowledge and skills from the unit.
- **Formative Assessment (Daily)** – Embedded in every lesson, using questioning, feedback, live marking, and in-lesson adaptations to support ongoing progress.
  Findings from summative progress checks and daily formative assessment are reviewed regularly to adapt planning, identify gaps, inform groupings, and refine teaching focuses. Teachers and subject leaders use this information to drive lesson sequencing, targeted support, and enrichment, ensuring that all learners continue to make progress.
  These assessment findings also play a central role in adjusting short-term and medium-term planning. Teachers use evidence from progress checks, pupil work, and formative assessment to:
    - Revisit or reteach key objectives where misconceptions are identified.
    - Adjust the pace of the curriculum or reorder upcoming content where required.
    - Plan targeted small-group teaching or interventions.
    - Increase challenge for pupils who have mastered content rapidly.
    - Inform resourcing and model selection to support conceptual understanding.

  This adaptive approach ensures that curriculum delivery remains responsive, purposeful, and aligned with pupil need, strengthening both progress and curriculum fidelity.

3.3 External Assessments

AGS uses a range of external assessments to ensure attainment and progress are measured against reliable, internationally recognised benchmarks. These assessments align with KHDA expectations for validity, moderation, and comparability across year groups and phases.

- **GL CAT4** (Year 2 annually, all new students upon entry, and all other year groups every two years) – Identifies underlying cognitive strengths, learning preferences, and potential barriers. CAT4 data supports

target setting, differentiation, and early identification of pupils who may require additional challenge or support.

- **NGRT & NGST** (Termly) – Provide standardised measures of reading comprehension and spelling attainment. These assessments support ongoing literacy monitoring, enabling early identification of reading gaps and informing targeted intervention.
- **PASS Survey** (Term 1 & Term 3) – Captures pupil attitudes toward themselves as learners and toward school. PASS outcomes inform pastoral planning, class-level adaptations, and well-being strategies.
- **ABT & ISBT** (Arabic & Islamic Studies, Term 1 & Term 3) – Standardised assessments that provide accurate measures of attainment and progress in Arabic and Islamic Studies while supporting KHDA reporting requirements.
- **GL Progress Tests** (Term 3) – Provide internationally benchmarked measures in English, Maths, and Science. These assessments offer a validated view of curriculum mastery and support whole-school analysis of attainment and progress.

Use of External Data

External assessment outcomes are analysed alongside internal data to validate teacher judgement and build a comprehensive picture of each pupil's learning profile. Findings are used to:

- Inform discussions about pupil progress where appropriate, ensuring that any decisions regarding support or challenge are guided by assessment evidence.
- Identify fragile learners and those requiring further challenge.
- Shape intervention pathways and enrichment opportunities.
- Support curriculum refinement and sequencing decisions.
- Guide leadership monitoring and whole-school improvement planning.

Data Stories

Primary uses two key tools to support a clear and holistic understanding of each pupil's external assessment profile:

- **Full Data Story** – A long-term record of a pupil's historical external data (NGRT, NGST, GL Progress Tests). This provides context, highlights trends, and supports accurate professional judgement.
- **Data Story** – A concise, current academic year updated overview showing this year's external assessment outcomes and the pupil's mean CAT4 scores. This working document is updated after each assessment cycle.
- **CAT4 Battery Analysis File** – A supplementary file highlighting all CAT4 batteries as well as verbal deficits, and the Maths CAR scores. This supports teachers in identifying where additional scaffolding or challenge may be needed.

Together, these tools help teachers triangulate external data, understand starting points, identify learners who may require support or challenge, and inform adaptive planning and provision across the school.

Reporting & Communication

Parents are sent the official GL Parent Report for CAT4 alongside the Term 1 report card, and the Parent Report for Progress Tests alongside the Term 3 report card. Where appropriate, teachers discuss next steps, targeted support, and suggested home learning strategies.

3.4 Student Involvement

- **Self-Assessment & Peer Assessment** – Embedded in classroom activities to develop critical thinking.
- **Target Setting & Reflection** – Students set personal learning goals with teacher guidance.

Across all Primary year groups, pupils review their termly targets, which are recorded in their notebooks and revisited regularly with their teachers. Success criteria and modelled examples are used to support effective peer- and self-assessment, particularly in writing, science, and project-based tasks. In addition, Key Stage 2 classes participate in dedicated marking and feedback lessons, during which pupils respond to teacher comments, refine

their work, and apply next steps. These sessions strengthen metacognition and help pupils understand how to improve their outcomes over time.

3.5 Reporting & Feedback

- End-of-Term Reports (Term 1 & Term 3) – These detailed reports include teacher judgements for attainment and progress in all subjects taught, with each subject accompanied by a teacher comment outlining key strengths and personalised next steps, with strengths and next steps derived from the Learning Ladders and National Curriculum objectives, along with a general comment and values development. Term 3 reports also include a photograph of the pupil engaged in each subject, providing a visual representation of their participation and learning.
- Reports are distributed digitally through the school portal or email; printed versions are available on request.

Parent Consultation Meetings (PTM):

- Term 1: Meet and Greet to build relationships and share early observations.
- Term 2: Formal Meeting to discuss progress, strengths, and next steps across all subjects.
- Term 3: Student-Led Conference where pupils showcase their learning, progress, and achievements.
- Parents or teachers may request a PTM at any time during the year to discuss academic or pastoral matters.

4. Secondary School (Year 7 – Year 9)

4.1 Purpose of Assessment

At the secondary level, assessments ensure:

- Mastery of core subjects with a focus on knowledge and skill development.
- Preparation for higher-level learning in alignment with the UK curriculum.
- Encouragement of independent learning and critical thinking.

4.2 Internal Assessments

- Baseline Assessments (Term 1) – Measuring prior knowledge.
- Summative Assessments End of Term (Synoptic by nature) (End of Term 1, Term 2, and Term 3) – Tracking academic growth.
- Formative Assessments low stakes – Feedback-driven tasks, AFL, peer and self-assessment, project-based assessments.
- Formative Assessments med stakes - (End of Topics/Units) – Low-stakes based assessments that evaluate pupils' understanding of key knowledge and skills taught within each unit.

Findings from summative assessments, progress checks, and formative assessments are used to inform planning and curriculum delivery. Teachers analyse outcomes to:

- Identify misconceptions and reteach key content where needed.
- Adjust the sequence or pace of upcoming units.
- Provide targeted small-group or individual support.
- Increase challenge for pupils who demonstrate rapid mastery.
- Refine resources, models, and examples used in lessons to strengthen conceptual understanding.

This responsive use of assessment ensures that teaching remains adaptive and aligned with pupil need, supporting strong progress across all subjects.

4.3 External Assessments

- **GL CAT4** (Y8, Y10, Y12 and New Students) – Cognitive ability assessment – used for Target Grades.
- **NGRT & NGST** (Termly) – Reading and spelling benchmarking.
- **PASS Survey** (Term 1 & Term 3) – Monitoring student well-being and engagement.
- **GL Progress Tests** (Term 3) – English, Maths and Science assessments.

- **ABT & ISBT** (Arabic & Islamic Studies, Term 1 & Term 3) – Standardised assessments that provide accurate measures of attainment and progress in Arabic and Islamic Studies while supporting KHDA reporting requirements.

4.4 Student Involvement

- **Self and Peer-Assessment** – Self feedback and encouraging feedback from peers.
- **Student-Led Goal Setting** – Promoting responsibility for learning.

4.5 Reporting & Feedback

End-of-Term Reports (Term 1 & Term 3) – These detailed reports include teacher judgements for attainment and progress in all subjects taught, with each subject accompanied by a teacher comment outlining key strengths and personalised next steps. Y9 receives an additional Mid Term 1 data report to aid with the options process.

Parent Consultation Meetings (PTM):

- Parent Consultation Meetings are used to discuss progress, strengths, and next steps across all subjects and happen at planned points through the year either before options processes or after school reports. Parent or teachers may request a PTM at any time during the year to discuss academic or pastoral matters.

Use of Assessment Data

AGS uses assessment data to:

- Personalise Learning – Adapting teaching strategies to student needs.
- Support Inclusion – Identifying students needing intervention or additional challenge.
- Engage Parents – Providing meaningful insights into student progress.
- Enhance Teacher Development – Using data for targeted professional growth.
- Drive School Improvement – Informing strategic planning at the leadership level.

AGS monitors assessment outcomes for all pupils, with particular attention to key groups to ensure equity, inclusion, and personalised support. Key groups include:

- English as an Additional Language (EAL) learners
- Students of Determination (SofD)
- More Able and High Attaining pupils
- Emirati pupils
- New pupils admitted mid-year
- Gender groups

Tracking these groups enables leaders and teachers to identify trends, potential barriers, and opportunities for targeted intervention or enrichment. Assessment information for these groups is reviewed during data cycles, progress meetings, and planning discussions to ensure that every learner makes strong and sustained progress.

5. AGS Assessment Culture

AGS is committed to reducing test anxiety by:

- Normalising assessments as part of daily learning.
- Using strengths-based feedback.
- Ensuring assessments guide, not define, a student's learning journey.

6. Quality Assurance of Assessment

To ensure accuracy, consistency, and reliability of assessment across the school, AGS implements the following quality assurance processes:

- **Internal Moderation:** Year groups and/or subject's moderate samples of work termly.
- **External Benchmarking:** GL and other standardised assessments validate internal judgements.
- **Book Looks and Learning Walks:** Conducted by SLT/MLT to monitor marking, feedback, and curriculum coverage.
- **Data Review Cycles:** Termly analysis of assessment data at class, cohort, and whole-school level. These reviews also involve the School Board, who receive summary insights on attainment, progress, key groups, and emerging trends to support strategic oversight and informed decision-making.
- **Assessment Standardisation:** Shared rubrics, exemplars and success criteria ensure consistent grading.

7. UAE National Agenda & International Benchmarking

AGS aligns its assessment system with the UAE National Agenda by:

- Participating in international benchmarking assessments such as CAT4, NGRT, NGST, and GL Progress Tests.
- Using benchmark data to monitor progress toward international standards.
- Identifying strengths and gaps to inform curriculum refinement and intervention.
- Preparing pupils for participation in future assessments such as PIRLS, TIMSS, and PISA.

8. Roles and Responsibilities in Assessment

Senior Leadership Team (SLT):

- Oversees assessment policy implementation.
- Ensures alignment with KHDA expectations.
- Leads data review cycles and drives school improvement.

Middle Leaders (MLT):

- Monitor assessment within their phase or subject.
- Support teachers in analysing data and adapting planning.
- Lead moderation and contribute to curriculum development.

Teachers:

- Implement formative and summative assessment effectively.
- Use assessment to inform planning, grouping, and intervention.
- Provide accurate and meaningful feedback to pupils.
- Communicate assessment outcomes clearly to parents.

Inclusion Team:

- Uses assessment data to identify needs and plan support.
- Ensure provisions align with individual pupil profiles.

Parents:

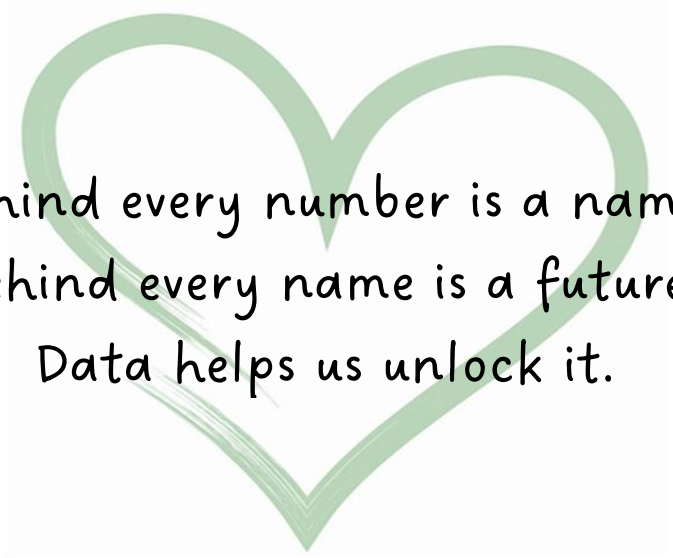
- Engage with assessment information shared through reports and PTMs.
- Support learning at home where appropriate.

Assessment at AGS is a tool for growth, not pressure. By integrating meaningful, student-centered, and low-stakes assessments, we ensure that every child progresses with confidence, curiosity, and resilience.

Assessment & Assessment and Reporting Policy

External Assessment	Internal Summative Assessment	External Summative Assessment
FS 1	Progress Checks at set points in the year	N/A
FS 2	Progress Checks at set points in the year RWI Phonics	N/A
Year 1	Writing Assessment Weeks White Rose Maths Assessments Sigma Science/Active Learn Assessments RWI Phonics Assessments	GL Progress Test English Level 6 GL Progress Test Maths Level 6 Renaissance Reading PASS 1
Year 2	Writing Assessment Weeks White Rose Maths Assessments Sigma Science/Active Learn Assessments Arabic (Internal) Islamic (Internal) Social Studies (Internal) MSCS (Internal)	CAT4 X GL Progress Test English Level 7 GL Progress Test Maths Level 7 NGRT & NGST PASS 1 ABT - Arabic ISBT - Islamic
Year 3	Writing Assessment Weeks White Rose Maths Assessments Sigma Science/Active Learn Assessments Arabic (Internal) Islamic (Internal) Social Studies (Internal) MSCS (Internal)	CAT4 Pre-A GL Progress Test English Level 8 GL Progress Test Maths Level 8 GL Progress Test Science Level 8 NGRT & NGST PASS 2 ABT - Arabic ISBT - Islamic
Year 4	Writing Assessment Weeks White Rose Maths Assessments Sigma Science/Active Learn Assessments Arabic (Internal) Islamic (Internal) Social Studies (Internal) MSCS (Internal)	CAT4 A GL Progress Test English Level 9 GL Progress Test Maths Level 9 GL Progress Test Science Level 9 NGRT & NGST PASS 2 ABT - Arabic ISBT - Islamic
Year 5	Writing Assessment Weeks White Rose Maths Tests Sigma Science Arabic (Internal) Islamic (Internal) Social Studies (Internal) MSCS (Internal)	CAT4 B GL Progress Test English Level 10 GL Progress Test Maths Level 10 GL Progress Test Science Level 10 NGRT & NGST PASS 2 ABT - Arabic ISBT - Islamic

Year 6	Writing Assessment Weeks White Rose Maths Tests Sigma Science Arabic (Internal) Islamic (Internal) Social Studies (Internal) MSCS (Internal)	CAT4 C GL Progress Test English Level 11 GL Progress Test Maths Level 11 GL Progress Test Science Level 11 NGRT & NGST PASS 2 ABT - Arabic ISBT - Islamic
Year 7	End of Term Subject Assessments. End of Term Project Assessments End of Year Subject Assessments	CAT4 D GL Progress Test English Level 12 GL Progress Test Maths Level 12 NGRT & NGST PASS 3 ABT - Arabic ISBT - Islamic
Year 8	End of Term Subject Assessments. End of Term Project Assessments End of Year Subject Assessments	CAT4 E GL Progress Test English Level 13 GL Progress Test Maths Level 13 NGRT & NGST PASS 3 ABT - Arabic ISBT – Islamic
Year 9	End of Term Subject Assessments. End of Term Project Assessments End of Year Subject Assessments	CAT4 F GL Progress Test English Level 14 GL Progress Test Maths Level 14 GL Progress Test Science Level 14 NGRT & NGST PASS 3 TIMSS ABT - Arabic ISBT - Islamic


Behind every number is a name.
Behind every name is a future.
Data helps us unlock it.