



October 2025

Introduction

Assessment is one of the most important tools for educational improvement as it helps create a culture of using data and evidence to evaluate and enhance the performance of pupils, staff, and the College.

Purpose

- Define expectations related to assessment: the evaluation, measurement, and analysis of academic readiness, learning progress, skill acquisitions, values/attitudes, and/or educational needs of pupils.
- Identify high-quality internal and external assessment methods that use data-driven decision-making processes to inform teaching and learning and raise the level of pupil achievement.
- Specify the ADEK-mandated external assessments which need to be implemented and used as indicators of pupil progress and attainment in the Emirate of Abu Dhabi.
- Outline how assessment data is analysed, monitored, and shared with relevant stakeholders.

Definitions

Accommodations and Modifications of Assessments

Assessments should be adjusted to enable access, without changing the assessment's demand. Accommodation and modification should be aligned with the needs of the pupil and any disability or impairment (e.g., screen reading technology, extended time, scribe, and enlarged font). All accommodations and modifications to external assessments should be in line with guidelines of assessment providers/examination boards (please see [Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)).

Additional Learning Needs

Individual requirements for additional support, modifications, or accommodation comes through the Inclusion Department. This applies to any support required by pupils of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a pupil with restricted mobility may require lesson accommodation to participate in Physical Education and building accommodation to access facilities but may not require any accommodation in assessments. Equally, a pupil with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodation (e.g., sit in the front of the class to be able to lip read) to access learning.

Assessment

Any quantitative or qualitative information, scores, results, or indicators obtained through an assessment that forms the body of evidence to inform decision-making.

Documented Learning Plan

A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and pupils (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.

External Assessments

An assessment designed by an external provider used to measure pupil learning, achievement, skills development, and/or values/attitudes. This includes standardized benchmark assessments, international assessments, and/or board exams and other pre-collegiate exams.

Internal Assessments

Ongoing school-based assessments that measure pupil learning, achievement, skills development, and/or values/attitudes. Internal assessments include diagnostic, placement, screening, pre-, formative, and summative assessments. This also includes any interim assessments that may use external instruments.

Multilingual Learners

Pupils acquiring the language of instruction and need more support to address any language barrier to access and attainment.

Curriculum Standards	Clear, structured statements that define the essential knowledge, skills, and understanding students are expected to achieve at specific grade/year levels. They serve as a foundation for curriculum design, instruction, and assessment, ensuring consistency, coherence, and progression in student learning across subjects and educational key stages or cycles.
Cycle	A cycle is a stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (Pre-KG/FS1-KG2/Y1), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7-G8/Y9) and Cycle 3 (G9/Y10-G12/Y13). Private schools teaching Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8) and Cycle 3 (G9-G12).
Credit System	A framework that American curriculum schools use to set clear requirements for student progression, course completion, and graduation, based on their licensed curriculum. It includes how schools track completed subjects or credits, manage credit recovery or support, and report academic performance. In other curricula, this is reflected through terms like subject pass requirements, program completion criteria, or academic progression frameworks.
English Language Learners (ELLs)	Students who face challenges in accessing English due to limited proficiency in listening, speaking, reading, and/or writing. ELLs are identified as requiring additional language support to participate meaningfully in the school curriculum and achieve expected academic outcomes. Their proficiency level affects their ability to engage with instruction delivered in English.
High Stake Assessments	Standardized tests developed and marked by recognized organizations, such as official exam boards or independent institutions, designed to verify the completion of secondary education or to support university admissions.
Learning Outcomes	Clear and measurable statements that describe what students are expected to know, understand, and be able to do after completing a lesson, unit, or course. They guide teaching and assessment by explicitly outlining the desired learning outcomes, emphasizing student achievement and mastery of knowledge or skills.
Quality Assessment Procedures	Well-designed, consistent, and reliable processes used to evaluate student learning. These procedures ensure that assessments are fair, valid, and aligned with the intended learning outcomes and curriculum standards, involving clear criteria, appropriate task design, accurate scoring methods, and standardized administration to produce meaningful and actionable results.
Rubrics	An assessment tool that outlines clear criteria and levels of quality for evaluating student work. Rubrics help both teachers and students understand expectations by aligning with curriculum standards or learning objectives. Rubrics promote fair and consistent grading, support self- and peer-assessment, and clarify performance levels, such as "progressing" to "exceeds expectations", through detailed descriptors for each level. During moderation, rubrics serve as a guide for collaborative review, ensuring accuracy and fairness of grading.

Policy

1.1 Policy Requirements: This Assessment Policy which shall be submitted to ADEK for approval. Any changes made thereafter shall be submitted to ADEK for approval prior to implementation.

1.2 The policy includes the following elements:

- The College approach to utilising internal and external assessments to continuously improve the effectiveness of teaching and learning and pupil educational outcomes.
- Purpose, types and structure of assessment methods to be used, appropriate to the age/stage of pupils.
- Moderation and standardization practices (see Marking and Feedback Policy)
- Measures of attainment and progress against benchmark thresholds
- Marking and grading guidelines (see Marking and Feedback Policy)
- Feedback and reporting guidelines
- Alignment to quality assurance (inspection, accreditation, affiliation, and/or authorization) standards.
- Implementation of ADEK-mandated external assessments, including a focus on achieving the College’s international assessment targets.
- Provision of accommodation and modifications of assessments for pupils with additional learning needs, aligned to their individual needs.
- Commitment to sustainable assessment practices (e.g., use of digital formats where appropriate, reduction of paper usage, etc.).
- Promoting “assessment-capable learners” by ensuring that pupils understand what they should learn, monitor their own progress, set goals, and reflect on their learning.
- Expectation to implement cognitive assessments of the school’s choice for pupils in grades 3-9/years 4-10.
- Analysis and utilization of internal and external assessment data to develop interventions and plan provision for pupils with additional learning needs.
- Approval of the School Assessment Policy by the school’s Governing Board.

2. Internal Assessments

2.1 The College shall implement different forms of internal assessments as deemed appropriate according to curriculum, age, purpose, and need, such as those indicated in Table 1. Types of Internal Assessments:

Table 1. Types of Internal Assessments

Type of Assessment	Description
Cognitive	Used to evaluate a student's reasoning and general thinking ability (e.g., to learn, memorize, and judge).
Diagnostic	Used to identify student strengths, weaknesses, knowledge, and skills.
Placement	Used to "place" students into a course or academic program. Placement assessments are administered before a course or program begins to match students with appropriate learning experiences.
Screening	Used to determine whether students need specialized assistance, interventions, or services, or whether they are ready to begin a course or academic program. Screening assessments take a wide variety of forms (e.g., developmental, physical, cognitive, or academic).
Pre-assessments	Used to establish a baseline against which educators measure learning progress over the duration of a course or program. Pre-assessments are administered before students begin a unit, course, or academic program.
Formative	Used as periodic evaluations to give educators in-process feedback about student learning so that instructional approaches, resources, and academic support can be modified.
Summative	Used to evaluate student learning at the conclusion of a unit, course, term/semester, program, or school year. Summative assessments are typically scored and graded to determine whether students have learned what they were expected to learn during the defined instructional period.

2.2 Formative and Summative Assessment

The College will design assessments that balance equitable weighting with appropriate coverage of cognitive demands. This will align with our licensed British Curriculum.

The College promotes the effective use of assessment differentiation to cater to the diverse needs of all students, maintaining clear success criteria reflecting curriculum expectations and students' ability.

The College uses in-depth assessment data in the classroom to enable timely interventions and address gaps between student performance and curriculum standards to promote progress for all students, including students with additional learning needs, in accordance with the school's licensed curriculum, in line with the ADEK School Educational Risk Policy and ADEK School Inclusion Policy.

The College assesses student progress through quality assessment procedures and a variety of methods, including selected response, constructed response, performance tasks, and project-based assessments aligned to the school's curriculum standards.

The College uses assessment data systematically to inform teaching and learning, including skills-based breakdowns and group-specific tracking, ensuring data-driven decision-making leading to targeted support, effective interventions, and improved outcomes for all students.

The College uses defined rubrics, grading criteria, distribution, and/or marking schemes that align with the school's internal marking or grading guidelines and/or procedures and accurately reflect the weightings established in the grade book/mark book or student progress records to ensuring grading practices remain consistent, transparent, and aligned with curriculum expectations.

The College ensures that:

1. Teachers use rubrics clearly aligned with curriculum standards to assess student work consistently and fairly.
2. Students are guided to apply these same rubrics when evaluating their own work and that of their peers, thereby promoting self-reflection, constructive peer feedback, and a clear understanding of performance expectations.
3. Teachers use rubrics during moderation sessions to collectively review, compare, and agree upon student grades. These sessions shall be conducted regularly and thoroughly documented to uphold fairness, accuracy, and consistency in grading practices across the school.

The College has established moderation protocols, including clear criteria/descriptors defining levels of student performance for grading consistency, to prevent grade inflation that could misrepresent the accurate representation of student achievement.

The College has established **clear proctoring/invigilation** protocols and has a commitment to ensuring academic and assessment integrity, to uphold fairness and prevent misconduct.

Early Years (FS1 and FS2)

Formative Assessment:

- Ongoing formative assessment is used to assess the day-to-day learning and development. Teachers will interact & observe pupils to understand their learning needs, interests and needs. This will be used to shape each child's learning experience. These will be recorded on 'Evidence Me' with a photograph and written observation then shared with parents. 'Wow' moments and other observations will be recorded on post it notes by TIA's. Busy

Books are used to record children’s leaning journey throughout the year.

- All staff receive ongoing training inclusive of how to write an observation, how to use record a teachable moment, how to access Evidence Me.
- Observations and Busy Books are monitored as part of the quality assurance process.

Summative Assessment:

- On entry to FS1 or FS2 we will use our professional judgement to assess the band children are working ‘within’ across the EYFS 17 areas of learning.
- Within the first 5 weeks of the child starting FS1 or FS2 they will be given a ‘baseline’ assessment. The baseline will be a standardised assessment PREST, this will be used alongside teacher judgements in class.
- Children will be assessed using the Prest Baseline Assessment, used alongside informal observations to make a professional judgement of the child against the Development Matters Statements.
- The Prest assessment is a bespoke assessment designed by Brighton College UK.

Prest Overview:

- Activity based assessment assessing children’s early Math’s, Literacy and Communication skills
- Time taken per child approx. 10 minutes
- Administered by a member of the leadership team
- Will be used alongside teacher observations to create a comprehensive baseline to assess progress over time.
- As the year progresses, children are monitored on their development and progress in all areas of development.
- Examples of children’s learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play.
- Progress is recorded by observing and assessing children either using handwritten observations, staff notes or by use of IPADs, using Evidence Me Data is recorded using Go4Schools.
- Pupil progress meetings are held after each data capture. At the end of the academic year children are assessed against the Early Learning Goals.

Data Capture points

Baseline – within the first 4 weeks of school

End of term 1

End of term 2

End of term 3

Considerably below	Below	Expected	Above	Considerably above
1	2	3	4	5
Is working well below the age-related expectations	Is achieving some of the expectations related to age related expectations	Meeting the expectations within the age-related expectations	The child has gone beyond age related expectations	The child is working well beyond age related expectations.

For further information about what the grading system looks like please see Appendices 1.

Moderation

Moderation occurs within the UAE Brighton schools. Leaders meet termly to discuss and compare observations, pieces of work, for example writing samples and talk about children’s progress.

Internal moderation occurs during planning meetings and specific meeting dates. This may be a professional dialogue or a comparison of pupil's work.

RWINC

Pupils will follow a 6 weekly RWINC cycle. The children are assessed using RWINC criteria. They are then placed in groups that are suitable to their level. The English subject leader will moderate each assessment cycle with spot check assessments.

Junior School (Y1 to Y5)

Assessment is continuous and ongoing, with feedback given in a variety of ways (verbal and written). Its design is intended to form a feedback loop, with pupils responding in a colored pen to given feedback. Feedback is given promptly and pupils are allowed time to respond. Feedback will be pre-dominantly teacher-led but will also consist of self-assessment and peer-assessment. Feedback will be task-related, process-related or self-regulation with small amounts of praise.

Formative Assessment

Specific requirements on formative assessments with guidelines for educators on:

1. Carrying out regular, continuous assessments of all pupils, both verbal and written.
2. Sharing learning outcomes with pupils and parents in addition to the assessment criteria and rubrics (outlined in Appendix 2, 3 and 4) used to evaluate the pupil's work.
3. Creating opportunities for peer and self-assessment enables pupils to think critically and metacognitively about their own work in relation to success criteria and next steps for learning.
4. Ensuring instructional planning includes various means to assess pupil progress (e.g., observation, questioning, classroom discussions, digital quizzes, problem-solving activities, and other learning engagements).
5. Provision of accommodations and modifications for pupils with additional learning needs to enable the equitable participation of all pupils.
6. Working with pupils to help them set challenging learning targets for themselves, monitor their own progress, and continuously improve.

Summative Assessment

Specific requirements on summative assessments with guidelines for educators on:

1. Assessing pupil progress through a variety of methods, including selected/constructed response and performance tasks and project-based assessment aligned to the school's curriculum standards.
2. Adapting assessments to cater to pupils with different abilities, including appropriate accommodations and modifications for pupils with additional learning needs aligned to their individual needs.
3. Analysis and use of the results of assessments to inform teaching and learning.
4. Examples of rubrics and/or grading criteria used.
5. Moderation protocols and a commitment to ensuring grading consistency.
6. Invigilation protocols and a commitment to ensuring assessment integrity.

Data Capture points

Baseline – within the first 4 weeks of school

End of term 1 -

End of term 2

End of term 3

Senior School (Y6 to Y13)

Senior school pupils are assessed regularly to monitor progress, identify gaps and inform teaching. The vast majority of this assessment is low stakes and, as far as possible, feedback is formative. Senior School teachers are responsible for improving pupils through precise, personalised feedback both verbal and written. The emphasis with parents and pupils is on current position and next steps on the learning journey rather than solely on grades. Learning outcomes are shared with pupils, as is the assessment criteria for the work. There are opportunities for both peer and self-assessment enabling pupils to think critically and metacognitively about their own work in relation to success criteria and next steps for learning. Pupils are to be given time to respond to feedback in DIRT lessons, which is done in a colored pen.

Pupil self-reflection sheets are used after key assessments to encourage metacognitive awareness, goal setting, and ownership of learning progress, and these are reviewed by form tutors during academic mentoring sessions.

To develop assessment-capable learners, pupils are explicitly taught how to interpret their own assessment data (e.g., CAT4 profiles, Progress Tests, NGRT reading ages). Form tutors use dedicated mentoring sessions to review data with pupils, supporting them to:

1. Understand their current performance against age-related expectations.
2. Set personalised, challenging but realistic academic goals.
3. Track progress towards these goals and adjust learning strategies accordingly.

Assessments in the Senior School are aligned with the standards and expectations of both the English National Curriculum and ADEK's Performance Standard 1: Students' Achievement, ensuring consistency with national and international benchmarks.

Both Academic and Pastoral staff regularly discuss effective learning techniques to help pupils improve their retention, minimize time spent on revision and improve pupil wellbeing.

For formal examinations pupils are given the Exam Access Arrangements to which they are entitled. The class teacher will find this information on the inclusion register at the start of the year. If additional support is required it should be coordinated with the Inclusion Department well in advance. Moderation takes place after each key assessment point to ensure consistency across the cohort. Smaller departments should look to BCAD and BCD to moderate. All staff new to teaching IGCSE/A level will take part in the relevant exam board assessment CPD.

Teachers must maintain up-to-date knowledge of pupil needs via the inclusion register and incorporate this into lesson planning and assessment design. Inclusion Leads support departments in differentiating assessments appropriately while maintaining rigour. Where appropriate, differentiated summative assessments may be created to ensure equity of access while aligning with curriculum expectations.

An Attainment Grade (U-9, U-A*) will be given, reflecting the pupil's level of performance over the domain covered since the previous Attainment Grade. The exception to this is the final Attainment Grade of the year which will reflect the entirety of the qualification/academic year.

In the Middle School assessments should lead to change. This applies to both teacher pedagogy and pupil's further performance. In the Middle School summative assessment should be rare. Teacher judgements should be based on a range of evidence across a period of time. Grades should be separated from formative feedback wherever possible.

All Middle School pupils will sit the GL Assessment PTs annually. There will be a formal smaller Exam Week for all middle school pupils covering a selection of their subjects.

GL data (CAT4, PT, NGRT) is triangulated with internal assessments to validate teacher judgement, support target-setting, and identify pupils requiring intervention or enrichment. Teachers are expected to analyse GL and internal data as part of termly progress reviews and use this information to adjust schemes of work and classroom strategies.

As pupils enter the Upper School their assessments will increasingly resemble the examination material of IGCSE/ A Level/ BTEC/ MoE to familiarise pupils with both the layout and the expectations.

Summative assessment will become more counted on, but teachers should endeavor to give formative feedback as far as *is* possible; done via verbal feedback on an ad hoc basis and 6 weekly written feedback. Care will be taken allocating grades to individual pieces of work that do not fully reflect the entirety of the specification knowledge or skills. Teachers will work on exam technique as well as content knowledge.

Assessment tasks are reviewed through departmental moderation meetings, which include cross-campus collaboration with Brighton College Abu Dhabi and Dubai to ensure consistent application of assessment criteria, grading, and expectations. Results are also benchmarked against the wider Brighton College family of schools. Shared analytics allow leaders to compare cohort performance, subject trends, and value-added measures across the group and with Brighton College UK. This provides an additional external benchmark for continuous improvement and ensures standards are consistent with leading British international schools.

All key assessments are accompanied by agreed rubrics and exemplars to support accurate grading and ensure standardisation across parallel classes and subject teachers.

Data Capture points

Baseline – within the first 4 weeks of school where appropriate.

End of term 1

End of term 2

End of term 3

External Assessments

3.1 Use of External Assessments: The College implements different forms of external assessments as required or deemed appropriate according to curriculum, grade, purpose, and need, such as those indicated in Table 2. Types of External Assessments:

Table 2. Types of External Assessments

Type of Assessment	Description
Standardized Benchmark Assessments (SBA)	Assessments (e.g., ACER-IBT, Ei-ASSET, GL-PTs, NWEA- MAP Growth) developed by an external assessment provider that are administered annually and used to determine student attainment and progress. These are mandated based on curriculum.
International Assessments	Assessments (e.g., PISA, TIMSS, PIRLS) developed by external assessment providers administered periodically that are used to compare student performance nationally and internationally.
Board exams (and other pre-collegiate exams)	Formally designed, quality-assured assessments marked by an exam board or independent organization (e.g., ACT, AP, CBSE, EmsAT, IB DP/IB CP, GCSE/IGCSE, AS /A Level, SAT). These are high stakes standardized assessments that validate the completion of a secondary certificate or that are prerequisites for or enhance the prospect of university admissions.

3.2 Board Exams:

The College registers all eligible pupils for board exams, as required, to obtain high school equivalency in accordance with the latest UAE ministerial resolution concerning the system of equivalence of school certificates.

1. The College encourages high-performing pupils to sit the highest-level options for their board exams and will communicate this recommendation to parents and engage with them to encourage pupils to choose this option. The College will also document the communication, recommendation, and final decision taken by the pupil and their parents.
2. The College will charge parents the fees for board exams for which a pupil is registered (including an admin fee that covers processing documents).

3.3 Study Leave:

The College will grant study leave for eligible cycle 3 pupils to prepare for board/pre-collegiate examinations for a maximum of 4 weeks annually when approved by ADEK. Study leave days shall be marked on the Enterprise Pupil Information System (eSIS) as online attendance.

1. The College shall remain open for learning during study leave and shall ensure that adequate support is provided to pupils not taking leave.

2. The College will grant examination leave for board and pre-collegiate examinations (when approved by ADEK) if the pupil is unable to undertake the examination on school premises.

3.4 ADEK-Mandated SBAs: The College will administer the ADEK-mandated SBAs as indicated below:

BCAA externally benchmarks assessment via GL Education. All costs are covered by the College and the pupil ESIS number is used for easy identification. The College will ensure that at least 97% of eligible students in grades 3-9/years 4-10 complete the required tests.

The College will align internal assessments with the frameworks and competencies evaluated in international assessments (e.g., PISA, TIMSS, PIRLS) to foster the development of relevant skills and maintain consistency between internal and external measures of student learning.

This is done through the following methods:

- CAT4 – cognitive potential assessment
- Progress tests – progress assessment in Math's, English and Science
- PASS – wellbeing test
- NGRT – reading test
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Term 1 CAT4 NGRT A PASS

Term 2 NGRT B PASS

Term 3 PTM PTS PTE NGRT C PASS

Progress tests are currently taken during one period only in Term 3. Progress is measured against the previous year to ascertain growth, but also against CAT4, NGRT and internal achievement grades in both Junior School and Senior School. Progress test data is stored and used by ADEK.

CAT4 'if challenged' data is used as a predicted grade for Years 6-10, providing an accurate potential achievement in each subject as well as areas of potential for Years 3-5. CAT4 batteries are used to adapt plans and teaching methods, incorporating preferences and need for different learning areas across all year groups that take them. CAT4 are also cross-reference against NGRT, Progress tests and internal assessment points in both Junior School and Senior School. These are administered for all new pupils upon entry into the school and every two years at the start of the new academic year.

NGRT results are cross-referenced against internal achievement data from Salford tests, in Junior School and Accelerated Reader in Y3-Y9, as well as comparison against each form, demonstrating progress from term to term and reading results from CAT4 and Progress tests.

The College registers and administers the mandatory assessments to all pupils within the target grades as indicated in the table above.

The College explains to parents the purpose of these assessments, and how they will be used to inform their child's future learning.

The College follows up with parents to ensure maximum participation in external assessments. Make-up sessions shall take place to cover any emergency leave.

ADEK approval will be sought for any exemption of a pupil from external assessment.

3.5 Invigilation and analysis:

The College follows the assessment administration and invigilation protocols set by the specific external assessment provider/exam board.

The College ensures that staff at all levels are engaged in training on external assessment administration, analysis, and reporting. This training shall include a focus on the use of pupil-level data to inform instruction and enable staff to support parents and pupils in understanding results.

The College analyses the assessment results in order to set pupil, subject, and whole-school targets, and devise intervention strategies to close learning gaps and challenge high-performing pupils.

The College shares pupil internal and external assessment results and/or assessment reports along with College report cards, in line with the [ADEK Reporting Policy](#). The College engages pupils and parents through direct communications, meetings, and/or training sessions in developing an understanding of assessment results and the next steps for learning. The College also provides assessment & reporting guidance for parents, explaining key assessments, grading descriptors, and how parents can support at home. In addition, parent workshops are offered each term to build assessment literacy, enabling families to understand CAT4/GL benchmarks, interpret report cards, and engage positively with target-setting.

3.6 International Assessments:

The College takes part in all International assessments as required by ADEK (e.g., PISA, TIMSS, and PIRLS). Following the assessments the College will review and analyse the data in order to inform improvement planning and target setting.

These will be triangulated against CAT4, NGRT, Progress tests and internal assessment in Junior and Senior schools.

4. Accommodations and Modifications for Assessments

4.1 Pupils with additional learning needs and others who receive support in lessons shall receive accommodations in and modifications to exams and tests to ensure their “normal way of working” in class mirrors how they will be assessed, in line with the [ADEK Inclusion Policy](#).

To enable the equitable participation of all pupils, the College provides adjustments and accommodations for pupils with additional learning needs (aligned to their individual needs) and multilingual learners (where assessment providers allow for this), in line with the external assessment provider/exam board guidelines and in line with the [ADEK Inclusion Policy](#).

The College keeps records of the accommodation and modifications required by individual pupils and ensure that teachers and invigilators have access to these records.

Where the College can administer standardised tests to confirm eligibility in-house, the parents have the right to decline to pay additional fees for this service, on the understanding that this may impact the accommodations and modifications available to the pupil.

Where the standardized tests are sourced from an external provider, parents have the right to decline to commission this service, on the understanding that this may impact the accommodations and modifications available to the pupil.

4.2 In addition to accommodations, the College ensures assessments for multilingual learners are designed to evaluate cognitive understanding rather than solely linguistic proficiency. Teachers adapt rubrics to distinguish between language demand and conceptual knowledge, and all assessments include clear language objectives alongside content objectives.

Where appropriate, glossaries, scaffolds, and structured response frameworks are used to ensure fair access. Outcomes from NGRT and internal EAL assessments are triangulated with attainment data to track language acquisition and inform reintegration from EAL support.

5. Interventions

5.1 The College develops documented learning plans (DLPs) and implement interventions (processes and strategies) that enable the delivery of teaching and learning to maximize opportunities for all pupils, in line with the [ADEK Inclusion Policy](#) and the [ADEK Educational Risk Policy](#).

1. The College analyses internal and external assessment results to develop tiered interventions that address all pupil needs and where appropriate, target different groups (e.g. Higher Learning Potential, pupils at educational risk, and pupils with additional learning needs), or cater to individual needs. Within these interventions pupils (in Cycle 2 and 3) and parents are involved in the planning of these.

6. Examination Misconduct

The College follows the requirements of the Federal Decree Law No. (33) of 2023 Concerning Cheating and Breach of Examination Systems. Please also see the BCAA Academic Honesty Policy.

1. The College educates pupils about the importance of not cheating and preserving academic honesty at all times.
2. The College makes sure physical conditions (e.g., proper lighting, sufficient desk spacing) are set up to be conducive to conducting examinations in a credible and transparent manner.
3. Exam invigilators are all trained to carry out their duties professionally and to be able to identify potential cheating occurring.
4. Pupils found to commit examination misconduct are subject to the penalties stipulated in the [ADEK Pupil Behavior Policy](#).
5. Anyone other than a pupil who commits examination misconduct as per Federal Decree Law No. (33) of 2023 Concerning Cheating and Breach of Examination Systems will subject to the penalties stipulated therein.
6. The College ensures that any examination violations are logged and reported to ADEK.

7. Security

- 7.1 The College ensures the integrity and security of assessment resources (e.g., instruments, confidential assessment materials) and data (e.g., individual and school-level data and records) in line with Federal Law No. (45) of 2021 Concerning the Protection of Personal Data and in line with the [ADEK Digital Policy](#).
- 7.2 The College is not authorised to share any pupil assessment data with third parties without the consent of parents and approval from ADEK.

8.0 Impact and

Assessment outcomes are systematically analysed at pupil, class, subject, and whole-school level. Each term, data is analysed identifying strengths, gaps, and priority groups (e.g., high attaining, pupils of determination, EAL). This informs:

1. Department Development Plans, with measurable KPIs (e.g., % pupils achieving or exceeding CAT4 derived targets).
2. College Development Planning, ensuring assessment outcomes directly drive strategic priorities.
3. Governors' oversight, with outcomes presented termly to the Board to evaluate progress against KPI.

Approved by

Policy will be reviewed at least once annually, using internal indicators. Formally review and seek approval for the school's Assessment Policy from the Governing Board to ensure alignment with College-wide goals and expected educational outcomes, in line with the ADEK School Governance Policy.



On behalf of the College Oliver Bromley-Hall -Head Master



On behalf of the Board of Governors Craig Lamshed – General Manager, Bloom Education

Version No.	Description of Change	Owner	Date of Issue
1.0	Policy Creation	Catriona Long and Craig Jeavons	September 2022
2.0	Updated formatting and content to incorporate ADEK guidelines.	Catriona Long, Kerry Lynch, Richard Brashier and Victoria Shillingford.	August 2024
3.0	No Changes	Victoria Shillingford	June 2025
4.0	New ADEK changes added	Victoria Shillingford	October 2025

Brighton College Al Ain Policies and Guidelines

Policy Statement

Brighton College Al Ain policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- ADEK Assessment Policy
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Appendices

Appendix 1 – Attainment descriptors (EYFS)

Practitioners are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do. Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include identifying areas where children may be at risk of falling behind, so that practitioners can provide rapid, effective support. The ELGs are what is assessed at the end of the reception year and should not be used as a curriculum. The EYFS profile is not intended to be used for ongoing assessment or for entry-level assessment for early years settings or reception classes.

Practitioners using knowledge of children: assessment is based primarily on the practitioner’s professional knowledge of what the child knows, remembers and can-do day to day. It is a means of checking whether a child has learnt what has been taught (for example letter/sound correspondence) and can take place during routine interactions with children. Evidence should be recorded in Evidence Me. The child should display learning in a variety of contexts and evidence does not need to be provided for every statement. Evidence should be broad and balanced.

FS1	Baseline	Winter	Spring	Summer
Considerably Below	The Child is not FS1 ready in all areas of learning. They show no engagement or curiosity about the environment.	The child continues to find learning and retaining learning a challenge. They are not engaged or enthused by learning yet.	There is limited evidence of working within 3-4 and continue to show little to no engagement.	There is limited evidence of working within 3-4 and continue to show little to no engagement.
Below	Evidence is limited that the child is ready for FS1. There is some interest and limited engagement.	There is limited evidence the child is working at age band 3-4. They sometimes show engagement.	The child is working within 3-4, they are not firmly achieving, and inconsistencies remain with their learning. Engagement is low.	The child has achieved some of the statements within 3-4 age band. They are not firmly within the developmental stage.
Expected	The child is ready to begin within the age band 3-4. The child is excited to learn, and engagement is high.	The child has begun their journey within 3-4 and some statements are on track. High levels of engagement and interest.	The child is on track to meet the end of year expectations.	The child has achieved all statements 3-4 as a ‘best fit’ judgement.
Above	The child is working within the age band 3-4. The child is excited to learn, and engagement is high. They also want challenge.	There is evidence the child is achieving most of the statements in 3-4 and display high levels of engagement and excitement	The child has achieved all statements 3-4 as a ‘best fit’ judgement and is working on some of the reception	The child has achieved all statements 3-4 as a ‘best fit’ judgement and is working on some of the reception

		about learning. They are progressing quickly.	statements. They are excited to learn	statements. They are excited to learn.
Considerably above	The child displays evidence that they are working well beyond age related expectations. The child is excited to learn, and engagement is high. They thrive upon challenge.	There is evidence the child is achieving almost all the statements in 3-4. They delight in challenge and are persistent learners.	The child is working within Reception statements or above. They thrive on challenge.	The child is working firmly within Reception statements or above. They thrive on challenge.

FS2

FS2	Baseline	Winter	Spring	Summer
Considerably Below	The Child is not FS2 ready in all areas of learning. They show no engagement or curiosity about the environment. The child is working well below age related expectations – within 3-4 or below	The child continues to find learning and retaining learning a challenge. They are not engaged or enthused by learning yet. The child is working well below age related expectations – within 3-4 or below	There is limited evidence of working within Reception age band and continue to show little to no engagement. The child is not on track to achieve ELG.	The child has not achieved ELG. They are working well below age related expectations.
Below	Evidence is limited that the child is ready for FS2. There is some interest and limited engagement.	There is limited evidence the child is working at age related expectation – Reception statements. They sometimes show engagement.	The child is working within Reception they are not firmly achieving statements and inconsistencies remain with their learning. Engagement is low. They are not on track for ELG.	The child may have achieved some of the ELG but inconsistencies remain.
Expected	The child is ready to begin within the reception age band. Engagement is high.	The child has begun their journey within 3-4 and some statements are on track. High levels of engagement and interest.	The child is on track to meet ELG. High levels of engagement and interest.	The child has achieved ELG. (best fit)
Above	The child is working within the age band 3-4. Engagement is high and they are excited to learn.	There is evidence the child is achieving most of the statements in 3-4 and display high	The child has achieved most of the ELG's and will clearly exceed. They love to learn and	The child has achieved ELG and has exceeded expectations. The child wants to be

		levels of engagement and excitement about learning. They are progressing quickly.	want to be challenged.	consistently challenged.
Considerably above	The child displays evidence that they are working well beyond age related expectations. Engagement is high and they are excited to learn. They thrive on challenge.	There is evidence the child is achieving almost all of the statements in 3-4. They delight in challenge and are persistent learners.	The child has achieved the ELG (best fit). They thrive in challenge and are consistently excited to learn.	The child has achieved ELG and has far exceeded expectations. The child wants to be consistently challenged and thrives on this challenge.

Appendix 2 – Attainment descriptors (FS1-Y5)

Attainment (from Go4Schools following EOT3 data drop)

Once EOT3 data is entered into G4S, the system will automatically generate an attainment grade for you/You will enter the attainment grade based on grade boundaries. Do not enter this grade until moderation has taken place. Further information on how to find this on Go4Schools will be shared shortly.

Reporting Grade	1	2	3	4	5
	Considerably below	Below	At	Above	Considerable above

Appendix 3 – Progress descriptors (FS1-Y5)

Progress (from Go4Schools following EOT3 data drop)

Once EOT3 data is entered into G4S, the system will automatically generate a progress grade for you. If you disagree with the generated grade, please talk with your year group leader and Matt. [EYFS progress documentation](#). 3 is expected and it's less likely for pupils to be awarded a 1 or 5.

Reporting Grade	1	2	3	4	5
	Very limited	Limited	Good	Very Good	Excellent
Guidance for grading	Some progress is evident since the end of the previous year; however, it is at a much slower pace than expected.	The pupil has made progress since the end of the previous year; however, this is slightly less than expected.	The pupil has made the expected amount of progress since the end of the previous year.	The pupil has made better than expected progress since the end of the previous year.	The pupil has made rapid and accelerated progress since the end of the previous year.

Appendix 4 – Attitude to learning descriptors (FS1-Y5)

Attitude to Learning (teacher judgement)

Reporting Grade	1	2	3	4	5
	Very limited	Limited	Good	Very Good	Excellent
Guidance for grading	Inconsistent and sometimes poor effort. Constant reminders to stay on task.	<u>Generally</u> demonstrates effort in classwork. Engages in learning but may need reminders. Satisfactory behaviour	Typically demonstrates effort in classwork. Engaged in learning and remains focused. Regularly behaves well.	Actively engaged in learning and able to sustain concentration throughout learning tasks. Supports others.	Consistently demonstrates focused effort in classwork. Always enthusiastic in their approach to all learning

Appendix 4 – Teacher personalized assessment (FS1-Y5)

Personal Development and Learning – Class Teacher
<p>Fatima is a fun-filled and enthusiastic member of our class who always has a smile on her face. She is polite, kind and helpful. Fatima is always focussed on her learning which has enabled her to make good progress, and take risks in her learning. (Provide an example here) Fatima shows an interest in all curriculum areas however particularly thrives during creative activities, where she demonstrates confidence and imagination. She has been a pleasure to teach. Next year I would like to see her further develop her leadership skills to help others to achieve.</p> <p>Include: Learning support/CCAs/Sports representation/Pupil Council/Instrumental lessons etc.</p>

Appendix 5 – Pupil self-assessment (FS1-Y5)

Pupil Comment

This comment is composed in class either verbally (and recorded by the teacher) or written by the pupils as a reflection of their learning throughout the year. What have they enjoyed? What have they been most proud of? What would they like to get better at next year? Responses can be academic or pastoral. When copying to iSAMs, please ensure the comment remains as if the pupil has written it. **Must include the 'get better' section.**

EYFS examples	Pre-Prep & Prep examples
<p>I like school because I get to play with my friends and go to Desert Discovery.</p> <p>I have been learning about dinosaurs.</p> <p>Sentence stems may be used as well as modelled examples.</p>	<p>I really enjoyed learning about Africa and the River Nile. I'm getting better at reading and would like to be able to read chapter books next year. My favourite CCA was Cooking Club because I learnt how to make healthy cupcakes.</p> <p>My favourite lesson is Maths because I like solving problems. I'm getting better at listening and next year I would like to be selected for pupil council.</p>

Appendix 6 – Pupil engagement descriptors (Y6-Y13)

Pupil Engagement – Pupil Self-Assessment

1. Ambitious	<ul style="list-style-type: none"> I arrive at my lessons fully prepared and ready to learn. I begin my work without waiting to be asked by the teacher. I constantly challenge myself as a learner by setting goals and seeking feedback at every opportunity. I am critically reflective and use this feedback to drive myself to the next level. I will not limit my belief that I can achieve success. I seek and value opportunities to work collaboratively and will take a leadership role in discussion. I am not afraid to take risks and when I make mistakes I reflect on the experience and see it as developmental to my learning.
2. Active	<ul style="list-style-type: none"> I participate fully in my learning through paying attention to the teacher and other pupils in the classroom. I always complete work set in class and at home. I value my learning and ask questions to develop my thinking and ideas. I participate fully in group work and collaborative activities. I am interested in using feedback to help me improve my work.
3. Passive	<ul style="list-style-type: none"> I complete work that my teacher sets. I pay attention in class and respond to questions. I will work in a group when asked. I do not offer ideas without being asked and I do not ask questions. I do not try to find out more beyond the classroom.
4. Resistant	<ul style="list-style-type: none"> I am easily distracted in class and can look for ways to avoid doing work. My teacher often has to remind me to be on task. When I find work difficult, I do not challenge myself to find solutions or ask for help. I do not offer answers to questions. I would prefer to withdraw from others than to join in with collaborative work.

Appendix 7 – White Rose Math’s unit assessment (Y1-Y9)

Year 6
Place Value Assessment

Name _____

1 What numbers are shown by the arrows?

1 mark

3 Complete the missing numbers.

$127,084 = 100,000 + 20,000 + \dots + 80 + 4$

$\dots = 7000 + 500 + 3$

2 marks

2 Here are some digit cards:

2

5

8

3

Fred makes the largest 3 digit even number he can make. He rounds his number to the nearest 10. What is his answer?

2 marks

4 The length of four rivers is shown in the table.

River	Length in km
Mississippi	6,275
Saint Lawrence	3,058
Nile	6,853
Rio Grande	3,057

Put the rivers in order of their length starting with the shortest.

1 mark

Round the length of the Mississippi river to the nearest 100 km.

_____ km

1 mark

5 The number line shows the temperature at 12 am and 12 pm on Monday in a town. The difference between the temperatures is 10°C .

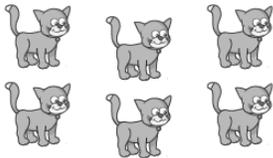
What is the temperature at 12pm?

_____ $^{\circ}\text{C}$

2 marks

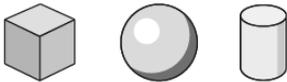
Appendix 8 – White Rose Mix 8 – White Rose Math’s baseline and termly assessment for arithmetic

1 How many cats are there?



1 mark

2 Circle the cube.



1 mark

3 $6 + \square = 10$

1 mark

4 1 less than 8 is

1 mark

5 $3 + 0 = \square$

1 mark

6 $7 - 2 = \square$

Appendix 9 – Timetable Rockstars (FS1 – Yr 9)

	10	2	5	3	4	8	6	7	9	11	12
10	10×10	10×2	10×5	10×3	10×4	10×8	10×6	10×7	10×9	10×11	10×12
2	2×10	2×2	2×5	2×3	2×4	2×8	2×6	2×7	2×9	2×11	2×12
5	5×10	5×2	5×5	5×3	5×4	5×8	5×6	5×7	5×9	5×11	5×12
3	3×10	3×2	3×5	3×3	3×4	3×8	3×6	3×7	3×9	3×11	3×12
4	4×10	4×2	4×5	4×3			4×6	4×7			
8	8×10	8×2	8×5	8×3			8×6	8×7			
6	6×10	6×2	6×5	6×3	6×4	6×8	6×6	6×7	6×9	6×11	6×12
7	7×10	7×2	7×5	7×3	7×4	7×8	7×6	7×7	7×9	7×11	7×12
9	9×10	9×2	9×5	9×3			9×6	9×7			
11	11×10	11×2	11×5	11×3			11×6	11×7			
12	12×10	12×2	12×5	12×3			12×6	12×7			

Appendix 10 – MyMaths weekly homework assessment (Y6-Y9)

Q1
0
3

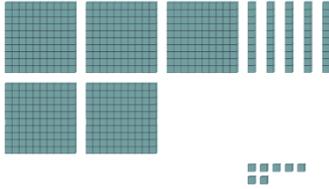
Complete the number sentences.

You can drag the base ten to help you. [/3]

557 = 500 + + 7

557 = 300 + + 7

557 = 500 + 20 +



Mark it

Appendix 11 – Roz Wilson English rubric (Y1-5)

Year 4 Expectation / Standard 4

Standard 4 is the expectation for mainstream primary children by the end of Year 4 and some may be working within Standard 5.

Essential entry level to Standard 4 (Year 3 Expectation Progress Descriptor): Can produce a side or more of A4 writing that is clear and coherent with strong features (80% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and voice and style'. This should be a first draft written (unsupported) in one sitting and edits should be child-initiated.

Listed in an approximate hierarchy:

1	Can write in a lively and coherent style.	
2	Can use a range of styles and genres confidently and independently. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If any other genre, it can be as pupils will already know those three.	
3	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').	
4	Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera).	
5	Can use a wide range of punctuation including at least 3 of the following: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.	
6	Can write neatly, legibly and accurately, usually maintaining a joined style.	
7	Can use more sophisticated connectives, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).	
8	Can use links to show time and cause.	
9	Can open sentences in a wide range of ways for interest and impact.	
10	Can use paragraphs although may not always be accurate.	
11	Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction).	
12	Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar...'; subordinate clauses – 'I felt better when...').	
13	Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C. Appendix 1.	
14	Can use nouns, pronouns and tenses accurately and consistently throughout.	
15	Can use apostrophes and / or inverted commas, mainly accurately (if direct speech is not appropriate to the task, apostrophes alone can score the tick).	
16	Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.	
17	Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etcetera).	
18	Can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...'; 'We always need to think about...').	
19	Can develop ideas in creative and interesting ways.	

Listed in approximate hierarchy of E, S, A. For assessment, however, the 'best fit' can span the three sections.

E = Emergent | S = Secure | A = Advanced [Exceeding] | AP = Assessment Point
 Assessment: 4.E = 6 - 9 | 4.S = 10 - 15 | 4.A = 16 - 19 | 4.AP = 17 - 19.
 If entry to Year 5 is not met, then the judgment is 4.A.

Appendix 15 – Oxford Owl weekly reading (Y1-Y3)

OxfordOwl

Login

Please select your user type.



Students Teachers Parents

Username

Password

Log in

Appendix 16 – Read Write Inc Phonic termly assessment (FS2-Yr 5)

Read Write Inc.
Phonics

Assessment 2

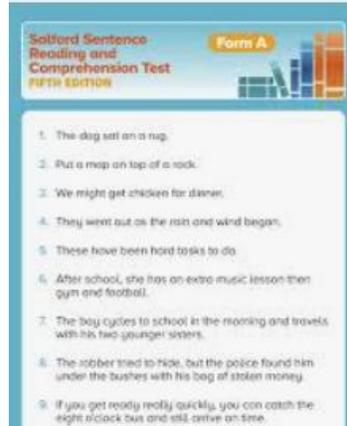
To assess children using Assessment 2, follow the guidance on pp.68-69 of the *Reading Leader Handbook*.

Set 1 Sounds Groups A or B

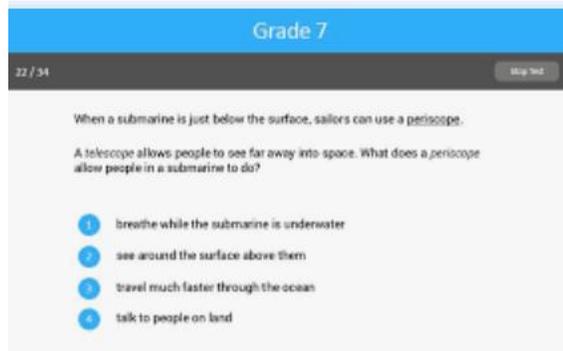
m a s d t i n p
g o c k u b f e
l h r j v y w



Appendix 17 – Salford reading assessment (Y1-Y5)



Appendix 18 – Accelerated Reader Star tests half-termly assessment (Y3-Y9)



Appendix 19 – Weekly spelling assessment (Y1-Y5)

New Curriculum Spelling List Years 3 and 4					
accident	centre	experience	important	ordinary	ridge
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	power	strange
appear	decide	fruit	material	preparation	strength
arrive	describe	grocery	medicine	possible	suppose
believe	different	group	mention	positive	surprise
bicycle	difficult	guard	minute	pressure	therefore
breadth	disappear	guide	natural	probably	thought
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
buy	eight	height	occasion	quarter	surprise
business	enough	history	occasionally	quarter	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women



Appendix 20 – White Rose Science end of unit assessment (Y1-Y5)

Animals' needs for survival

Name: _____

1 Here are some animals.
Tick the mammals.

2 Match the words to the meanings.

carnivore		animal that eats plants and other animals	
herbivore		animal that eats other animals	
omnivore		animal that eats plants	

1 mark

3 Use the words to label the birds.

duck

chicken

penguin

 1 mark

 1 mark

 2 marks

4 Tick the statements that are **true**.

All birds can fly.

All fish live in water.

All mammals have fur.

2 marks

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Appendix 21 – GL progress tests (Y3-Y10)

Scores for the group (by surname)

Student name	Tutor group	Age at test (yrs.mths)	No. attempted (100)	SAS	SAS (with 99% confidence bands)				
					90	95	100	105	110
Tom Albright	ST	11:09	90	94					
Declan Blair	ST	11:10	90	119					
Rishi Das	ST	10:00	90	106					
Adan Fowler	ST	10:01	90	120					
Ryan Galvin	ST	10:07	90	76					
Christopher Gibson	ST	10:01	90	130					
Martin Gibson	ST	10:02	90	119					
Anthony Jameson	ST	10:06	90	101					



Appendix 22 – CAT4 assessments (Y3-Y13)

CAT4

Figure Classification

Directions

In each of these questions the first three figures are similar in some way. Decide how they are the same. Then choose the figure from the answer choices that goes with them. Look at the example below.

Appendix 23 – TIMSS 4 yearly Math’s and Science assessment (Y5 and Y9)

TIMSS SAMPLE QUESTION

Joe knows that a pen costs 1 zed more than a pencil. His friend bought 2 pens and 3 pencils for 17 zeds. How many zeds will Joe need to buy 1 pen and 2 pencils? Show your work.

Possible correct responses with work shown		Correct answer = 10 Zeds
$x = \text{cost of pen}$	$2x + 3y = 17$	$2 \text{ pens} + 3 \text{ pencils} = 17$ $2 \cdot 5 = 3 \cdot 4$ $10 + 12 = 22 \text{ X}$ $2 \cdot 4 + 3 \cdot 3$ $8 + 9 = 17$ $10 \text{ zeds } \checkmark$
$y = \text{cost of a pencil}$	$2(y + 1) + 3y = 17$	
$x = y + 1$	$2y + 2 + 3y = 17$	
$2x + 3y = 17$	$5y + 2 = 17$	
	$-2 = -2$	<ol style="list-style-type: none"> Correct/work shown Correct/no work shown Incorrect Omitted
$x = 3 + 1$	$5y = 15$	
$x = 4$	$-5 = -5$	
	$y = 3$	
$x + 2y = 4 + 2 \cdot 3 = 10 \text{ zeds}$		

Students who answered correctly: 25%

Across countries, only one in four students found the correct solution of 10 zeds and provided work to support their answer. These percentages reflect the average across five countries: Italy, Norway, the Russian Federation, Slovenia, and the United States.



BRIGHTON COLLEGE
AL AIN



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