BRIGHTON COLLEGE AL AIN

Assessment Policy

Academic Year 2026/27

Whole College: FS1 to Year 13

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Document control

Policy	Assessment Policy
Academic year	2026/27
Policy owner	College Leadership Team
Applies to	Whole College, FS1 to Year 13
Regulatory basis	ADEK School Assessment Policy v1.2, September 2025
Review cycle	Annual, or earlier if regulatory requirements change
Approval	Governing Board

Brighton College Al Ain approach

Assessment at Brighton College Al Ain should be purposeful, proportionate and intellectually useful. Its purpose is not simply to generate data, but to help teachers teach better, pupils understand their learning, and leaders improve provision.

Related College policies

This policy should be read alongside the Curriculum, Teaching for Learning, Feedback, Inclusion, Reporting, Academic Honesty and Examinations policies.

1. Policy statement

At Brighton College Al Ain, assessment is an integral part of excellent teaching and learning. It enables teachers to understand what pupils know, understand and can do; identifies where learning needs to be strengthened or extended; and helps pupils become increasingly reflective, independent and ambitious learners.

Assessment should be purposeful rather than excessive. It should provide reliable information that improves teaching, supports pupil progress and enables the College to evaluate the effectiveness of its educational provision.

The College uses a balanced combination of professional judgement, formative assessment, summative assessment, standardised external measures and public examination outcomes. No single assessment is used in isolation to define a pupil's ability, potential or educational pathway.

Assessment across Brighton College Al Ain will be:

- aligned with the College's licensed curriculum and relevant curriculum standards;
- appropriate to pupils' age and stage of development;
- fair, valid and reliable;
- inclusive and accessible;
- sufficiently rigorous to identify attainment and progress accurately;
- used intelligently to improve teaching and provision;
- moderated and quality assured;
- communicated clearly to pupils and parents; and
- conducted with the highest standards of academic integrity.

This policy applies from FS1 to Year 13.

2. Aims

Through assessment, Brighton College Al Ain aims to:

- establish an accurate understanding of each pupil's starting point, attainment and progress;
- ensure teaching responds intelligently to what pupils have learned and what they need to learn next;
- identify gaps in knowledge, skills or understanding at an early stage;
- identify pupils who require additional support, intervention or greater challenge;
- provide meaningful feedback that enables pupils to improve;
- develop pupils' understanding of their own learning and progress;
- maintain high expectations for all pupils;
- provide parents with clear and useful information about their child's achievement and next steps;
- enable subject, phase and College leaders to evaluate curriculum effectiveness;
- triangulate different sources of evidence rather than relying on a single measure;
- support evidence-informed College improvement planning;
- ensure internal judgements are consistent with external benchmarks;
- meet the requirements of ADEK, the Ministry of Education, examination boards and other relevant regulatory bodies; and
- prepare pupils confidently for external examinations, further study and life beyond the College.

Assessment data should lead to action. Data collection has limited value unless it improves teaching, curriculum or provision.

3. Assessment framework

3.1 Types of assessment

The College uses a range of assessment approaches according to pupils' age, curriculum and the purpose of the assessment.

Diagnostic assessment: identifies strengths, gaps, misconceptions or particular areas of need.

Baseline and pre-assessment: establishes a starting point before a programme, unit or period of learning.

Screening assessment: helps identify whether further support, intervention or assessment may be required.

Formative assessment: is used throughout learning to establish understanding and inform immediate teaching decisions.

Summative assessment: evaluates what has been learned over a defined period.

Standardised benchmark assessment: provides an externally validated reference point for attainment and progress.

Cognitive assessment: provides information about patterns of reasoning and learning potential.

Public and board examinations: include GCSE/IGCSE, AS and A Level qualifications and other approved external examinations.

3.2 Balance and proportionality

Assessment should enhance learning and should not create unnecessary workload or reduce curriculum time disproportionately. Teachers use professional judgement to select the most appropriate assessment method.

Formal written testing is only one source of evidence and may be supplemented by questioning, observation, discussion, practical work, performance tasks, projects and other demonstrations of learning.

The balance of assessment therefore differs across Pre-Prep, Prep, Senior School and Sixth Form.

4. Formative assessment

Formative assessment is a routine feature of high-quality teaching at Brighton College Al Ain.

Teachers continually assess pupils' understanding through approaches such as:

- questioning and classroom dialogue;
- observation and review of pupil work;
- retrieval and recall activities;
- low-stakes quizzes and digital assessment tools;
- discussion, practical activities and problem-solving;
- peer and self-assessment; and
- exit tasks and review of previous learning.

Learning outcomes and success criteria should be made clear in an age-appropriate way so that pupils understand what successful learning looks like.

Formative assessment should result in an appropriate response. Teachers may adapt explanation, pace, grouping, questioning, scaffolding, resources, curriculum sequencing or subsequent planning according to what assessment reveals.

Pupils should increasingly be able to evaluate their own work against appropriate criteria, respond constructively to feedback and identify next steps in their learning.

5. Summative assessment

Summative assessment provides structured evidence of pupil attainment and progress at appropriate points within the curriculum. Assessments will be aligned to the knowledge, skills and standards pupils have been taught and will be appropriately challenging.

Summative assessments should:

- reflect the breadth and depth of the curriculum;
- include an appropriate range of cognitive demand;
- assess both knowledge and the application of knowledge;
- enable pupils to demonstrate higher-order thinking where appropriate;
- use clear marking schemes, rubrics or assessment criteria;
- be sufficiently reliable to support meaningful conclusions;
- provide appropriate access arrangements and modifications;
- contribute to future curriculum and teaching decisions; and
- be moderated where professional judgement forms part of the outcome.

The College will avoid assessment structures that reward test technique at the expense of secure learning.

6. Assessment across the College

6.1 Pre-Prep: FS1 and FS2

Assessment in the Early Years is primarily observational, formative and rooted in professional knowledge of the individual child. Teachers and teaching assistants build an understanding of pupils through interaction, observation, discussion, play, practical learning and review of pupils' work and development.

Assessment is used to identify what pupils know and can do, their interests and dispositions, progress in communication and language, early literacy and mathematics, physical and personal development, areas requiring further support and appropriate next steps.

Assessment evidence should be meaningful and proportionate. Staff are not expected to generate evidence for every learning statement or record every learning interaction.

6.2 Prep School

Assessment in the Prep School combines ongoing teacher assessment with planned summative and standardised assessment. Classroom evidence is used to identify pupils' current understanding and adapt teaching accordingly.

Standardised assessments provide an external reference point and support the College in evaluating attainment and progress. Outcomes are considered alongside wider evidence including curriculum performance, teacher judgement and pupils' individual starting points.

6.3 Senior School

Assessment in the Senior School increasingly reflects the expectations and disciplines of subject-specific learning and public examinations. Departments establish approaches aligned with curriculum standards and examination requirements.

Pupils experience appropriate forms of examination preparation while retaining a broader range of formative and applied assessment. Data is used to monitor attainment and progress and to identify discrepancies between internal outcomes, standardised measures and expected performance.

6.4 Sixth Form

Assessment in Years 12 and 13 reflects the requirements of AS and A Level courses and other approved qualifications. Departments use examination-board materials, internal examinations, timed assessment and other appropriate evidence to evaluate pupils' readiness for external examinations.

Assessment practice will prepare pupils for public examinations without narrowing the curriculum or reducing teaching solely to examination preparation.

7. Attainment, progress and target setting

The College distinguishes clearly between attainment and progress.

Attainment describes the standard reached by a pupil at a particular point in time.

Progress describes improvement over time in relation to the pupil's starting point, curriculum expectations and other relevant benchmarks.

The College uses appropriate internal and external benchmarks to evaluate both. Targets should be aspirational but credible and must never act as ceilings on pupil achievement.

Standardised data may inform target setting, but teachers and leaders consider a range of evidence when evaluating performance. Assessment also identifies pupils whose attainment is significantly above expectations so that appropriate challenge and extension can be provided.

8. Marking, grading and academic grades

Marking and grading will be aligned with the relevant curriculum, examination board or Ministry of Education requirements.

Where formal grades or marks are awarded, the College will ensure that:

- the grading approach is clearly defined and communicated;
- grades reflect academic achievement against relevant learning standards;
- raw scores are converted consistently where necessary;
- grade boundaries or performance descriptors are clear;
- assessment weightings are applied accurately;
- grade boundaries and assessment weightings are reviewed regularly; and
- moderation supports consistency.

Academic grades reflect academic achievement only. Attendance, behaviour, attitude, participation, effort and engagement are reported separately and are not incorporated into an academic grade.

MoE subjects will follow current Ministry of Education grading requirements.

Promotion and retention decisions will be made in accordance with the ADEK School Student Administrative Affairs Policy and applicable College procedures. Academic grades recorded in eSIS will be accurate and aligned with the College's reported outcomes and relevant benchmark thresholds.

9. Moderation, standardisation and quality assurance

Moderation is essential to ensuring that assessment is fair, accurate and consistent. Subject and phase leaders will ensure that appropriate moderation and standardisation take place across the College.

This may include:

- collaborative review of pupil work;
- application of common rubrics or mark schemes;
- cross-class or cross-department moderation;
- examination-board standardisation;
- comparison with exemplification material;
- standardisation of assessment tasks;
- calibration exercises;
- review of grade distributions;
- scrutiny of differences between internal and external outcomes; and
- review of assessment validity and reliability.

Moderation activity should be appropriately documented. Leaders will challenge unexplained inconsistencies, including patterns suggesting inflated or depressed grades.

10. External and standardised assessment

10.1 ADEK-mandated standardised benchmark assessments

Brighton College Al Ain will administer all standardised benchmark assessments required by ADEK and will comply with the current ADEK External Assessment Guide and any subsequent circular or requirement.

For British Curriculum schools, ADEK currently mandates the GL Progress Test Series in English, Mathematics and Science for Years 4 to 10.

The College will seek participation from all eligible pupils and will meet ADEK's minimum participation requirement. Exemption from a mandatory external assessment requires ADEK approval.

The College will:

- register eligible pupils and communicate the purpose of assessments to parents;
- provide make-up sessions where required;
- follow provider administration and invigilation requirements;
- provide approved accommodations and modifications;
- train relevant staff in administration, analysis and reporting;
- meet the cost of ADEK-mandated standardised benchmark assessments;
- provide required eSIS identifiers and data-sharing consents; and
- analyse outcomes to inform teaching, intervention and College improvement.

Parents will not be charged separately for ADEK-mandated standardised benchmark assessments.

10.2 College-selected assessments

The College may use additional external assessments where they provide useful educational information. These may include CAT4 or another cognitive assessment, NGRT or other reading assessments, English language proficiency assessment, Arabic language assessment and other curriculum-appropriate diagnostic or benchmark tools.

Such assessments are not used in isolation to determine a pupil's ability or educational pathway.

10.3 International assessments

The College will participate in all international assessments required by ADEK, including PISA, TIMSS and PIRLS where applicable.

Outcomes will be analysed and used to support school improvement planning, target setting, curriculum development, teaching and learning and evaluation against national and international expectations.

10.4 GCSE, AS and A Level examinations

Brighton College Al Ain will register eligible pupils for appropriate board examinations in accordance with examination-board and ADEK requirements.

High-performing pupils will be encouraged to access the most appropriately challenging qualification or examination pathway available to them, with parents involved in relevant decisions.

Board examination fees, study leave and examination leave will be managed in accordance with current ADEK requirements and College procedures.

11. Inclusion and assessment access

Assessment must enable pupils to demonstrate what they know and can do without being unfairly disadvantaged by an identified barrier to access.

Pupils with additional learning needs will receive assessment accommodations or modifications that reflect their assessed needs and, wherever applicable, their normal way of working.

These may include:

- additional time or rest breaks;
- assistive technology;
- modified presentation or enlarged materials;
- reader or scribe arrangements where permitted;
- alternative response formats; or
- other approved access arrangements.

The College will maintain accurate records of agreed accommodations and ensure relevant teachers and invigilators have access to them. External assessments and public examinations will follow the requirements of the relevant provider or examination board.

11.1 Multilingual learners

Multilingualism alone is not an additional learning need. Where a pupil is acquiring English as the language of instruction and requires additional support because language presents a barrier to access or attainment, assessment will seek, where reasonably possible, to distinguish conceptual understanding from current English proficiency.

Appropriate language scaffolds and permitted accommodations may be used where these do not alter the construct being assessed or conflict with external assessment requirements.

12. Use of assessment data

Assessment data is used to improve educational provision rather than simply to populate tracking systems.

Teachers and leaders systematically analyse and triangulate internal and external data. Analysis may consider:

- individual pupil attainment and progress;
- class, teaching-group, subject and year-group performance;
- skills or curriculum strands;
- pupils with additional learning needs;
- multilingual learners requiring language support;
- gifted and/or talented pupils;
- other priority groups;
- gender or other relevant cohort patterns;
- variation between internal and external outcomes; and
- performance over time.

Data should lead to appropriate action, including:

- adapting teaching and curriculum sequencing;
- addressing curriculum gaps;
- targeted intervention or additional challenge;
- professional development;
- resource allocation;
- subject and departmental planning; and
- College Development Plan priorities.

The Governing Board will receive appropriate strategic information about pupil outcomes, trends, key groups and progress against agreed educational priorities.

13. Intervention and educational support

Where assessment identifies a barrier to learning or a risk of underachievement, teachers will respond promptly. Universal classroom provision and adaptive teaching should ordinarily be the first response.

Where further support is required, assessment information may contribute to:

- targeted classroom support or small-group intervention;
- specialist intervention;
- a Documented Learning Plan;
- additional language support;
- inclusion referral;
- educational risk planning; or
- further diagnostic assessment.

Interventions should be purposeful, appropriately time-bound where possible and evaluated for impact. Parents and pupils will be involved appropriately in planning and reviewing support.

Assessment data will also be used to identify pupils who require enhanced challenge and opportunities to deepen or extend their learning.

14. Feedback and assessment-capable learners

Assessment has greatest value when pupils understand the information it provides. The College therefore seeks to develop assessment-capable learners who understand what they are learning, can evaluate their performance, respond constructively to feedback and increasingly take responsibility for their own progress.

Feedback may be verbal, written, digital, whole-class or individual according to the nature of the learning and the age of the pupil. It should be timely, proportionate and focused on improving subsequent learning.

Detailed expectations for feedback are set out in the Brighton College Al Ain Feedback Policy.

15. Reporting to pupils and parents

The College will provide pupils and parents with clear information about attainment, progress and next steps through its formal reporting and parent-engagement arrangements.

Where relevant, parents will receive information about:

- internal assessment outcomes;
- standardised assessment outcomes;
- external examination performance;
- pupil progress;
- curriculum expectations; and
- identified next steps.

The College will support parents in understanding significant standardised or external assessment information rather than simply providing scores without explanation. This may include meetings, guidance materials or workshops.

16. Assessment calendar

The College will maintain a whole-College Assessment Calendar covering relevant internal assessments, standardised benchmark assessments, public examinations, international assessments and other significant testing periods.

Assessment should be planned to:

- minimise unnecessary clustering;
- avoid excessive assessment burden;
- protect curriculum time;
- allow appropriate preparation;
- coordinate assessment across subjects and phases; and
- enable appropriate support and accommodations.

Required assessment details and schedules will be submitted through the ADEK School Assessment module within the required timeframe.

17. Academic and assessment integrity

Brighton College Al Ain expects the highest standards of honesty and integrity in assessment.

The College will maintain clear procedures relating to:

- secure assessment materials and appropriate examination conditions;
- invigilation and pupil authentication;
- plagiarism, collusion and unauthorised assistance;
- misuse of technology and artificial intelligence where relevant;
- cheating or unauthorised access to assessment material; and
- reporting of examination irregularities.

Pupils will be educated explicitly about academic honesty and their responsibilities. Formal examinations and high-stakes assessments will be administered according to the requirements of the relevant awarding body and ADEK.

Suspected examination misconduct will be addressed in accordance with applicable College, examination-board, ADEK and UAE requirements.

18. Security, confidentiality and data protection

Assessment materials and pupil assessment data will be stored and handled securely. Access to individual pupil data will be limited to those who require it for legitimate educational, administrative, safeguarding or regulatory purposes.

The College will comply with applicable UAE data-protection requirements and the ADEK School Digital Policy. Confidential examination materials will be managed in accordance with examination-board and regulatory requirements.

Individual pupil assessment data will not be disclosed to external third parties without the required consent and approvals.

19. Sustainable assessment practice

The College will seek to minimise unnecessary resource use associated with assessment. Where educationally appropriate, digital assessment, electronic feedback and secure digital record keeping may be used to reduce paper consumption.

Sustainability considerations will not override the validity, accessibility, security or educational purpose of an assessment.

20. Roles and responsibilities

Governing Board: provides strategic oversight of assessment and formally approves this policy. It seeks assurance that assessment arrangements meet ADEK requirements and support College improvement.

Headmistress: has overall responsibility for ensuring that the College maintains an effective, coherent and compliant assessment framework. For ADEK purposes, the Headmistress fulfils the role of Principal.

College Leadership Team: ensures consistency across phases, monitors assessment quality and uses assessment evidence to inform whole-College improvement.

Heads of School and academic leaders: implement this policy within their areas, quality assure assessment, maintain moderation and standardisation, analyse outcomes and ensure appropriate intervention.

Teachers: use assessment professionally and purposefully to understand learning, adapt teaching, maintain accurate information, apply agreed standards, participate in moderation and provide meaningful feedback.

Pupils: engage positively with assessment, act with academic integrity, respond to feedback and increasingly reflect upon and take responsibility for their own progress.

Parents: are encouraged to engage with assessment information, attend relevant meetings and support their child in responding constructively to feedback and targets.

21. Monitoring and evaluation

The effectiveness of assessment will be monitored through a range of internal indicators, which may include:

- validity and reliability of internal assessment;
- moderation evidence and consistency between classes and departments;
- internal versus external outcomes;
- pupil progress and performance of significant groups;
- impact of intervention;
- standardised benchmark and international assessment outcomes;
- public examination outcomes;
- pupil and parent understanding of assessment;
- use of assessment data in planning; and
- inspection and quality-assurance findings.

Findings will inform the annual review of this policy.

22. Policy review and approval

This policy will be reviewed at least annually and earlier where ADEK requirements, examination-board requirements, curriculum arrangements or significant College assessment practices change.

The policy will be formally reviewed and approved by the Governing Board to ensure continued alignment with College priorities, educational outcomes and ADEK requirements.

Operational information such as assessment calendars, test windows, assessment-provider requirements, internal data-entry procedures and detailed phase assessment schedules may be maintained separately and updated without requiring the full policy to be rewritten, provided they remain consistent with this policy.

Appendix 1. Whole-College assessment framework

This framework gives a high-level overview of the principal assessment approaches used across the College. Detailed annual assessment calendars and phase procedures are maintained separately.

Phase	Internal assessment	External / standardised	Reporting
FS1-FS2	Observation, baseline and curriculum assessment	Age-appropriate measures where used	College reporting cycle
Years 1-3	Curriculum assessment, reading/phonics and mathematics	College-selected diagnostic measures where appropriate	College reporting cycle
Years 4-10	Curriculum and planned summative assessment	ADEK-mandated GL PTE, PTM and PTS; other College-selected measures as appropriate	College reporting cycle
Year 11	Curriculum and examination assessment	GCSE / IGCSE	College reporting and examination results
Years 12-13	Curriculum, timed and examination assessment	AS / A Level	College reporting and examination results

Related regulatory and College documents

- ADEK School Assessment Policy v1.2
- ADEK School Curriculum Policy
- ADEK School Inclusion Policy
- ADEK School Student Performance Report Policy
- ADEK School Reporting Policy
- ADEK School Student Administrative Affairs Policy
- ADEK School Educational Risk Policy
- ADEK School Digital Policy
- ADEK School Parent Engagement Policy
- Brighton College Al Ain Curriculum Policy
- Brighton College Al Ain Teaching for Learning Policy
- Brighton College Al Ain Feedback Policy
- Brighton College Al Ain Inclusion Policy
- Brighton College Al Ain Academic Honesty Policy
- Brighton College Al Ain Examinations Policy

Change history

This table records the development of the Brighton College Al Ain Assessment Policy since its inception.

Version	Description of change	Owner	Date of issue
1.0	Policy created.	Catriona Long and Craig Jeavons	September 2022
2.0	Formatting and content updated to incorporate ADEK guidelines.	Catriona Long, Kerry Lynch, Richard Brashier and Victoria Shillingford	August 2024

Version	Description of change	Owner	Date of issue
3.0	Annual review completed. No substantive changes.	Victoria Shillingford	June 2025
4.0	Updated to reflect new ADEK assessment requirements.	Victoria Shillingford	October 2025
5.0	Full whole-College review and rewrite for 2026/27. Policy condensed and Brightonised; aligned to ADEK School Assessment Policy v1.2; assessment framework, moderation, grading, inclusion, external assessment, data use, integrity and governance requirements updated.	Melanie Black	September 2026

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