

POLICY	Owner	Head of School
ASSESSMENT AND REPORTING	ID (Version)	DU/4.1.4. (v3)
	Published	05- February -2026
	Valid Until	05- February-2028

POLICY STATEMENT

Effective assessment informs teaching to ensure that learning and progress is optimised for all children. Effective assessment practices are part of a whole school pedagogical approach which are considered carefully at the outset of the design of a learning episode, to systematically collect and document both quantitative and qualitative data with regards to learning.

The purpose of assessment at the Arbor School is to:

- Inform effective teaching.
- Motivate learners by helping them recognise their growth and set realistic challenge goals; and
- Inform students, teachers and parents about academic growth and achievement.

It is our belief at Arbor that assessment does not come only at the end of the learning process, but rather at the beginning and at regular points. That is, assessments should not be conceived after teaching a unit, but be designed as part of the planning process itself.

When measuring the accuracy and impact of assessment practices in the school, the Principal and Heads of School will evaluate the extent to which:

- Teachers use assessment for establishing student's starting points.
- Teachers use assessment to modify teaching so that student progress is optimised.
- Assessment draws on a range of evidence of what students know, understand, and can do across the school's curricula.
- Teachers make consistent judgements about student's progress and attainment, for example within a subject, across a year group and between year groups.
- The use of assessment is leading to the improved progress of all students; and
- The progress of certain groups of students (e.g., gender groups, students of determination, Emiratis, and students for whom English is a second or additional language) is monitored to ensure that none fall behind or underachieve.

APPLICATION

1. TYPES OF ASSESSMENT

The school assess in different ways and with different purposes during the academic year.

1.1. FORMATIVE ASSESSMENT

Formative assessments are used by teachers to evaluate students' knowledge, skills and understanding on a day-to-day and lesson-by-lesson basis, and to tailor teaching accordingly, with appropriate next steps. This includes review questions, scrutiny of students' work, providing feedback and student responses, observational assessment, and quizzes. This can take place in peer or self-assessment form as well as teacher based.

1.2. IN-SCHOOL SUMMATIVE ASSESSMENT

In-school summative assessments are used by teachers to evaluate learning at the end of a teaching unit and should include, where relevant, internal moderation. This includes end-of-unit assessments, mid- or end-of-year exams, and reviews for students of determination.

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1.3. STANDARDISED SUMMATIVE ASSESSMENT

Standardised summative assessments are externally set, marked, and standardised, and validated by an external body. This includes National Agenda testing such as Granada Learning (“GL”) progress tests, Cognitive Abilities Tests (“CAT4”), New Group Reading Tests (“NGRT”), as well as external international boards such as General Certificate of Secondary Education (“GCSE”) examinations and Advanced Level (“A Level”), International formats of these and BTECS (British and Technological Council) examinations.

2. PRINCIPLES OF ASSESSMENT

The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting students’ learning. Assessment should provide information that is clear, reliable, and free from bias.

Formative assessment should:

- Give “of the moment” information about students’ knowledge and understanding of a topic, skill, or concept.
- Be interactive and lead to dialogue.
- Help students understand what they have done well and what they need to do to improve.
- Be inclusive of all abilities.
- Support immediate planning to improve progress and attainment; and
- Support home learning and home-school partnership.

Standardised summative assessment should be used:

- Formatively by teachers to plan for the next steps, target set, and precision teach.
- To triangulate wider assessment judgement.
- To evidence progress over time.
- To compare cohorts and groups of students.
- To assess against agreed benchmark standards; and
- As a basis for reporting.

3. MASTERY AND DEPTH

A mastery approach to learning helps to structure Arbor’s teaching of the National Curriculum. This means that our teachers need to think, plan, and teach differently. They need to consider how to ensure that their students have opportunities to develop depth and mastery in their learning before considering acceleration, as well as ensuring principles of inquiry learning are followed. By promoting depth, learning is more likely to become secure and embedded. We also strive to ensure that students achieve the expected levels set out by the Knowledge and Human Development Authority (“KHDA”) National Agenda Parameters by the end of each year group relevant to their individual needs. In relation to mastery in learning, we look for the following characteristics:

- Long-term retention and use of learning.
- Independent application in a range of contexts.

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- Critical evaluation, taking learning from one area and applying it in another.
- Making connections between subjects and aspects of learning.
- Evidence of leading own learning.
- Ability to explain one’s own learning and the skills being utilised.

4. INTERNAL AND EXTERNAL ASSESSMENTS

Internal and external assessments will be carried out annually as identified in the school’s academic calendar.

5. INTEGRITY OF ASSESSMENT INFORMATION

For the school’s assessment processes to be robust and valid, we ensure that all staff are competent in the use of assessment. We do this by:

- Using clear assessment criteria.
- Assigning time for the moderation of assessment judgement.
- Triangulating judgements from a range of assessments, including from learning walks/ observations and audits of student work; and
- Using moderation to ensure that the judgement of all relevant staff about the quality of a piece of work or of an assessment piece is consistent.

6. STUDENTS OF DETERMINATION

Arbor has high expectations of every student, including students of determination. Students of determination are assessed appropriately according to their need. Adaptations will be made where this enables a more valid and robust assessment outcome. This may include applications for examination modifications and additional support depending on need and diagnosis led by the Thrive Team and the Examination Officer.

7. RECORDING ASSESSMENTS

It is essential that we have a coherent and understood system for recording assessment outcomes. In school, data will be recorded using a centralised online platform. Data collation points for assessment and progress will be via an assessment routeway and / or calendar, and teachers are expected to enter accurate, valid, and reliable summative data into the selected platform.

8. FEEDBACK

At Arbor, marking and constructive formative feedback from teachers and students should be frequent and of a consistently high quality, thus enabling students to understand how to improve their work.

Teachers will be continuously encouraged to ensure that marking work:

- Relates to planned learning objectives.
- Gives recognition for a student’s achievements.
- Refers to progress, not just ability; and

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- Clearly indicates the next step in students' learning.

In addition:

- Where students assess their own or each other's work, through self-assessment or peer assessment, it should be regularly monitored.
- Students should understand the marking criteria.
- Most work should carry a comment or be given feedback – whether written or verbal.
- Important and significant errors should be corrected by students.
- Corrections, when required, should be checked by the teacher.
- Time should be provided for students to respond to feedback provided.
- The work of students of determination should be marked in line with any specific advice received from the Head of Thrive; and
- Assistant Heads, Respective Phase Leaders and/or Heads of Department are responsible for the development, monitoring and consistent application of appropriate phase / departmental marking.

9. REPORTING

The school values its partnership with parents, and reports are one way of ensuring that parents have clear information about both pastoral and academic matters in relation to their children. Reports to parents do not replace our regular dialogue with them. Any parent with a query or concern is always invited to discuss this with the relevant member of staff in accordance with the guidelines provided for parents.

Throughout the academic year we report to our parents in the following ways:

- Primary "Meet the Teacher" sessions
- Parent-Teacher Conferences
- Secondary Welcome Evenings
- Secondary Options Evenings
- Termly formal written reports to parents
- Regular formal and informal information sessions arranged throughout the year

ABBREVIATIONS AND DEFINITIONS

Abbreviation / Term	Description / Definition
A Level	Advanced Level
CAT4	Cognitive Abilities Test
GCSE	General Certificate of Secondary Education
GL	Granada Learning (Test)
KHDA	Knowledge and Human Development Authority

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Abbreviation / Term	Description / Definition
NGRT	New Group Reading Test