

**Arcadia Secondary Assessment Policy  
2025-2026**

At Arcadia School, we are dedicated to creating a learning environment that fosters academic excellence, personal growth, and global citizenship. Within this framework, assessment plays a central role by providing meaningful insights into student learning, guiding instructional decisions, and supporting student progress throughout their educational journey.

**Formative Assessment:** Ongoing assessments conducted throughout the learning process to monitor student progress and inform teaching. Examples include low-stakes quizzes, questioning strategies, exit tickets, and peer/self-assessment.

**Summative Assessment:** Evaluations administered at the conclusion of a unit or course to measure what students have learned. Examples include end-of-unit tests, mock exams, and externally marked qualifications such as GCSEs and A-levels.

**Diagnostic Assessment:** Assessments conducted before instruction to identify students' prior knowledge, misconceptions, or learning gaps. Examples include baseline assessments, CAT4, or NGRT.

**Assessment for Learning (AfL):** A formative approach to assessment that encourages the active involvement of students in their learning, using feedback to improve outcomes.

**Assessment of Learning:** Summative assessment used to make judgements about student attainment, typically for reporting or certification purposes.

Our assessment practices are underpinned by educational research that emphasizes the importance of assessment in improving student learning:

- Black & Wiliam (1998) – Inside the Black Box: Emphasizes the value of formative assessment in raising standards by helping learners identify next steps.
- Hattie & Timperley (2007) – The Power of Feedback: Demonstrates how specific, timely feedback significantly enhances achievement when linked to clear learning intentions.
- William (2011) – Embedded Formative Assessment: Explores how teachers can weave assessment into everyday practice to better support student progress.



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### Purpose of Assessment

At Arcadia British School, assessment is a continuous process that serves multiple purposes. It is central to our commitment to high-quality teaching, informed decision-making, and student success. Each department has an [assessment overview](#) outlining the specific assessments that are completed during each term

#### To Support Student Learning:

- Use of formative assessment to identify strengths and areas for improvement during lessons
- Provision of timely, actionable feedback to support student progress
- Encouragement of student ownership and motivation through visible progress

#### To Evaluate Student Achievement:

- Use of summative assessment to measure understanding and attainment at the end of learning cycles
- Grading and reporting to provide accurate reflections of student performance

#### To Inform Teaching:

- Assessments guide planning and curriculum delivery
- Data used to differentiate instruction and address individual or group learning needs

#### To Monitor Progress:

- Ongoing tracking of academic development across subjects and key stages
- Regular data analysis to inform intervention, performance management, and school improvement strategies

#### To Communicate with Stakeholders:

- Assessment data shared with students, parents, and guardians to keep them informed
- Senior and middle leaders use assessment outcomes to drive strategic planning
- Compliance with inspection and accreditation bodies (e.g., KHDA, BSO, Ofsted)

#### To Prepare for Future Learning and Pathways:

- Assessment informs subject choices, transitions between key stages, and post-16 routes
- Ensures students are prepared and supported for future academic and vocational opportunities

### Assessment Calendar (Whole School Overview)

Term	Assessment Activity	Year groups involved	Type of Assessment	Purpose
1	Baseline assessments (ALIS,CAT4, NGRT-A, ABT)	Year 7,8,9,10 and 12	Diagnostic	Establish starting points
2	Mid-Year assessments (NGRT-B)	Year 7,8,9,10	Diagnostic	Compared to the starting point
3	Progress Tests in Maths, Science and English	Year 7,8,9,10	Standardised	Benchmarking
3	GCSE and A-Level External Examinations	Year 11, Year 12 and Year 13	External Summative	Official qualification assessment
3	NGRT-C, ABT	Year 7,8,9,10	Diagnostic	Compared to the starting point



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### Internal Assessment Calendar

Term	Assessment Activity	Year groups involved	Type of Assessment	Purpose
1	AP1 (usually 8 weeks into term)  <b><u>DEADLINE:</u></b> <b><u>Wednesday,</u></b> <b><u>8th of October</u></b> <b><u>2025</u></b>	Year 7,8,9,10,11,12,13	Formative	To improve learning while it is happening by identifying misconceptions and providing timely feedback that helps students make immediate progress. (Black & Wiliam, 1998 – "Inside the Black Box")
1	AP2 (end of term 1) <b><u>DEADLINE:</u></b> <b><u>Friday 28th of</u></b> <b><u>November</u></b> <b><u>17th of</u></b> <b><u>November,</u></b> <b><u>2025 TBC</u></b>	Year 7,8,9,10,11,12,13	Summative	To evaluate and report on what students have learned at the end of a unit or course, ensuring accountability and informing next steps such as reporting, progression, or certification. (Harlen, 2005 – Assessment of Learning)
2	AP3 (usually 6 weeks into term 2) <b><u>DEADLINE:</u></b> <b><u>Wednesday</u></b> <b><u>11th of</u></b> <b><u>February 2026</u></b>	Year 7,8,9,10,11,12,13	Formative	To improve learning while it is happening by identifying misconceptions and providing timely feedback that helps students make immediate progress. (Black & Wiliam, 1998 – "Inside the Black Box")
2	AP4 (end of term2) <b><u>DEADLINE:</u></b> <b><u>Wednesday</u></b> <b><u>15th of April</u></b> <b><u>2026</u></b>	Year 7,8,9,10,11,12,13	Summative	To evaluate and report on what students have learned at the end of a unit or course, ensuring accountability and informing next steps such as reporting, progression, or certification. (Harlen, 2005 – Assessment of Learning)
3	AP5 (usually at the beginning of June) <b><u>DEADLINE:</u></b> <b><u>Monday 22nd</u></b> <b><u>of June 2026</u></b>	Year 7,8,9,10,12	Summative	To evaluate and report on what students have learned at the end of a unit or course, ensuring accountability and informing next steps such as reporting, progression, or certification. (Harlen, 2005 – Assessment of Learning)



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**An in-depth look at what assessment should look like for each assessment point**

**PLEASE NOTE: Outside of the Summative assessment windows, students should not sit an assessment longer than 25minutes in duration.**

AP	Explanation	Samples	Data and reporting expectations
AP1	AP1 is the first assessment of the year for each year group. This is a formative assessment designed to improve learning in real-time by identifying misconceptions and providing timely feedback that enables students to make immediate progress. At Arcadia School, a variety of formative assessment strategies are used across subjects to enhance student learning, inform teaching, and provide timely feedback. There should be no formal written assessments of longer than 25 minutes for this assessment point.	<a href="#">Here are some formative assessment examples</a>	DATA to input: CAT4 target, Teacher target (CAT4 target , end of previous year grade or teacher determined grade, whichever is highest), ATL
AP2	AP2 is a formal assessment week that takes place towards the end of term 1. This usually involves all year groups except Year 11 and Year 13, who are preparing for their mock examinations. These examinations are completed during class time and will be a maximum duration of 40 minutes.	<a href="#">Here are some summative assessment examples</a>	DATA to input: AP2 data point and ATL  <a href="#">Report writing guidance end of term 1</a> (tutor comments and comments for students to improve)  <a href="#">Term 1 report samples</a>
<p><b><u>At the end of term 1:</u></b>  <b>DOF: AP2 Analysis and planning for term 2</b>  <b>HOY: AP2 Analysis of students of concern across the entire year</b></p>			
AP3	AP3 is the first assessment of term 2, usually before the half term break. This is a formative assessment to improve learning while it is happening by identifying misconceptions and providing timely feedback that helps students make immediate progress. At Arcadia School, a variety of formative assessment strategies are used across subjects to enhance student learning, inform teaching, and provide timely feedback. A formative assessment should be no longer than 25 minutes in duration.	<a href="#">Here are some formative assessment examples</a>	DATA to input: AP3 data point and ATL
AP4	AP4 is a formal assessment week that takes place towards the end of term 1. This usually involves all year groups except Year 11 and Year 13, who are preparing for their final examinations.	<a href="#">Here are some summative assessment examples</a>	DATA to input: AP4 data point and ATL  <a href="#">Report writing guidance for end of term 2</a> (tutor comments and comments for students to improve)  <a href="#">Term 2 report examples</a>
<p><b><u>At the end of term 2:</u></b>  <b>DOF: AP4 Analysis and planning for term 3</b>  <b>HOY: AP4 Analysis of students of concern across the entire year</b></p>			

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AP5	AP5 is a formal assessment week for all year groups except Year 11 and Year 13 (as they are preparing for their external examinations).	<a href="#">Here are some summative assessment examples</a>	DATA to input: AP5 data point and ATL <a href="#">Report writing guidance for end of term 3</a> (tutor comments and subject comments for all students)  <a href="#">Term 3 report examples</a>
<p><b><i>At the end of term 3:</i></b>  <b>DOF: AP6 Analysis and planning for the new year</b>  <b>HOY: AP6 Analysis of students of concern across the entire year (preparing for new year)</b></p>			

**PLEASE NOTE: Outside of the Summative assessment windows, students should not sit an assessment longer than 25minutes in duration.**

#### **Feedback and Marking expectations:**

At Arcadia, feedback is recognised as a central component of effective assessment, as evidenced by Hattie and Timperley (2007), who found that timely, specific, and actionable feedback significantly enhances learning outcomes. All staff are expected to follow consistent feedback protocols that align with our formative assessment values and ensure every student understands their next steps.

#### **Marking Timeframes:**

- All summative assessments must be marked and feedback provided within one calendar week of the assessment taking place.
- Formative assessments should receive feedback within three working days whenever possible to maintain momentum in learning.

#### **Feedback Methods:**

- Teachers may select the most effective format based on subject and context, including:
- Whole-class feedback: Highlighting common strengths and misconceptions.
- Targeted written feedback: Using success criteria and personalised guidance (e.g., WWW/EBI or WWW/Now Try).
- Verbal feedback: Live marking or in-lesson conferencing with students.
- Peer/self-assessment: Structured opportunities using checklists, rubrics, or guided questions.

#### **Storage and Logging:**

All summative assessment data must be uploaded to Go4Schools and iSams within the designated data entry window. In line with the marking policy, the marking and feedback evidence should correlate with your tracking sheets on Go4Schools. Samples of assessed work (1 high, 1 middle and 1 low, from each group) must be retained until the end of the year within departmental folders for internal moderation and external inspection (physical or digital, as appropriate).



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**Quality Assurance Process:**

To ensure assessments are fair, rigorous, and aligned with curriculum intent, a structured quality assurance (QA) cycle is in place. This cycle ensures consistency in marking, reliability of judgements, and accountability across departments.

**Internal Moderation and Standardisation:**

- Departments must conduct moderation for each summative assessment (AP2, AP4, AP5).
- Samples from a range of abilities (high, middle, low) must be reviewed against shared criteria.
- For externally assessed qualifications, marking guidance must align with exam board expectations (e.g., Edexcel, AQA).

**Learning Walks and Lesson Drop-Ins:**

- SLT and MLs will conduct targeted learning walks around AP periods to observe assessment implementation, marking practices, and classroom feedback.
- Findings from these observations inform CPD needs, departmental reviews, and best practice sharing.

**Work Sampling and Review:**

- Each department is required to provide samples of student work post-AP2 and AP4 for cross-departmental review and possible inspection requests.
- These samples will be used during line management meetings and AP reviews to evaluate consistency and impact.



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**DATA and tracking of student performance:**

At the beginning of Years 7, 9, 10 and 12, students complete the Cognitive Abilities Test (CAT4). The purpose of this assessment is to help us understand how students learn and to identify their underlying strengths. Another benefit of the CAT4 assessment is that it generates target grades for each subject. These targets represent the most likely grades a student may achieve based on their CAT4 profile—they are not a cap on potential. Any student can achieve any grade with sustained effort, high-quality teaching, and commitment to their learning.

						9
					9	8
				9	8	7
			9	8	7	6
CAT4 GCSE GRADE	9	9	8	7	6	5
	8	8	7	6	5	4
	7	7	6	5	4	3
	6	6	5	4	3	2
	5	5	4	3	2	1
	4	4	3	2	1	
	3	3	2	1		
	2	2	1			
		1	1	1	1	1
	Year 7	Year 8	Year 9	Year 10	Year 11	
	Age-Related Expectation					

As shown in the table above, a Grade 1 achieved in Year 7 is not the same as a Grade 1 achieved in Year 8. By the end of Year 8, students have covered more content, so a Grade 1 at that point reflects achievement across a broader and more challenging curriculum.

The same principle applies to all grades. For example, a Grade 7 in Year 9 is not equivalent to a Grade 7 in Year 10, which is why the Grade 7 marker appears higher on the graph for Year 10.

Importantly, any student in any year group has the opportunity to achieve any grade. This is not limited or restricted by the CAT-4 target generated from the CAT-4 assessment.  
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### **Use of Assessment Data:**

Assessment data is only meaningful if it drives improvement. At Arcadia, we expect departments to utilise AP data to identify learning gaps, inform planning, and trigger timely interventions. This will be presented in an [AP analysis document](#). This document is completed at the end of each term.

### **Departmental Use:**

- Subject leaders should conduct an AP review meeting after each summative point to:
- Identify trends in performance
- Discuss gaps in curriculum coverage
- Plan targeted reteach or enrichment sessions

### **Intervention and Support:**

If a student is underperforming by 1 grade. It is expected that the teacher will contact the students with a generic outline of the expectations needed to improve during the following assessment cycle.

If a student is underperforming by 2 or more grades. It is expected that the teacher will contact the students' parents with a detailed outline of what is needed to improve during the next assessment cycle.

Students identified as underperforming (e.g., Go4schools or whole school tracking sheet) must be logged for follow-up. Subject teachers are responsible for initial interventions and logging concerns. Subject Leaders will oversee departmental responses, and SLT links will support where whole-school coordination is needed. All communication with parents must be logged on Go4schools.

Interventions may include:

- Parent contact
- Targeted support during Academic Enrichment sessions
- [SEN referral or pastoral review \(if linked to wider concerns\)](#)

### **Communication with Stakeholders:**

Summative assessment outcomes must be communicated to students and parents through reports and parent meetings.

Students should be supported to understand:

- What they achieved
- Where their gaps are
- How can they improve



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