



مدرسة اركاديا البريطانية
**ARCADIA BRITISH
SCHOOL**

Primary Assessment and Reporting Policy

Rationale

Assessment is a continuous process, which is integral to teaching and learning, allowing children to reach their potential. It should be incorporated systematically into teaching strategies in order to promote progress for individuals, groups and cohorts. At Arcadia School we use the Early Years Foundation Stage Framework and the new National Curriculum for England as starting points for the teaching and learning experiences that we provide for our children.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Plan targeted intervention strategies based on information provided by assessment data
- Use attainment and progress information to guide teachers' planning, strategies and use of appropriate resources
- Inform parents about the progress of their child(ren) and their next steps for learning
- Inform the School Board about progress and attainment for cohorts
- Ensure a consistent approach to measure progress towards and against UK National standards/International benchmarks

Principles of Assessment

At Arcadia School, we have several different types of internal and external assessment within the school context. These are used to inform our internal work, inform KHDA of our progress and attainment remotely and feed directly into our regularly updated school evaluation and development plans. Assessments are used to inform planning, make changes to lessons and medium-term plans allowing for progression within subjects and to report formally to governing bodies and parents.

Types of Assessment

Formative

Ongoing, day-to-day assessment is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and play an important role through self-assessment of their learning. Formative assessment is used by teachers to inform planning, including the differentiation of resources and adult support so that all children reach their potential. Details of this can also be found in the [Marking and Feedback Policy](#).



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Summative

Our students are assessed regularly and progress and attainment data is tracked internally. Progress tests (GL) are used to support teachers in making accurate teacher assessment judgements. These assessments are carried out towards the end of every year and are used to monitor the performance of individuals, groups and cohorts as well as identifying learning gaps and next steps for planning. In addition to this, a range of summative assessments are used throughout the year.

For our school, these are:

Year Group	External Summative Assessment	Internal Summative Assessment
FS1	N/A	Focused observation week for each child at 6 set points in the year.
FS2	N/A	Focused observation week for each child at 6 set points in the year.
Year 1	GL Progress Test English Level 6 GL Progress Test Maths Level 6 PASS 1	Writing Assessment Weeks Spelling Tests (Term 2 onwards) White Rose Maths Tests Sigma Science Phonics Screening
Year 2	CAT4 X GL Progress Test English Level 7 GL Progress Test Maths Level 7 NGRT NGST PASS 1 ABT - Arabic ABT - Islamic	Writing Assessment Weeks Spelling Tests White Rose Maths Tests Mental Maths Tests Sigma Science Arabic (Internal) Islamic (Internal) Social Studies (Internal)





Year 3	CAT4 Pre-A GL Progress Test English Level 8 GL Progress Test Maths Level 8 GL Progress Test Science Level 8 NGRT NGST PASS 2 ABT - Arabic ABT - Islamic	Writing Assessment Weeks Spelling Tests White Rose Maths Tests Mental Maths Tests Sigma Science Arabic (Internal) Islamic (Internal) Social Studies (Internal)
Year 4	CAT4 A GL Progress Test English Level 9 GL Progress Test Maths Level 9 GL Progress Test Science Level 9 NGRT NGST PASS 2 ABT - Arabic ABT - Islamic	Writing Assessment Weeks Spelling Tests White Rose Maths Tests Mental Maths Tests Sigma Science Arabic (Internal) Islamic (Internal) Social Studies (Internal)
Year 5	CAT4 B GL Progress Test English Level 10 GL Progress Test Maths Level 10 GL Progress Test Science Level 10 NGRT NGST PASS 2 ABT - Arabic ABT - Islamic	Writing Assessment Weeks Spelling Tests White Rose Maths Tests Mental Maths Tests Sigma Science Arabic (Internal) Islamic (Internal) Social Studies (Internal)
Year 6	CAT4 C GL Progress Test English Level 11 GL Progress Test Maths Level 11 GL Progress Test Science Level 11 NGRT NGST PASS 2 ABT - Arabic ABT - Islamic	Writing Assessment Weeks Spelling Tests White Rose Maths Tests Mental Maths Tests Sigma Science Arabic (Internal) Islamic (Internal) Social Studies (Internal)





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The UAE National Agenda also targets Year 5 pupils (and Years 9 and 10) through participation in:

- Trends in International Mathematics and Science Study (**TIMMS**)
- The Programme for International Student Assessment (**PISA**)
- The Progress in International Reading Literacy Study (**PIRLS**)

The Arcadia School supports achievement towards the UAE National Agenda in education, through:

- Ensuring children across several year levels undertake internationally benchmarked tests, every year
- Reviews and analysis of the data from these tests and identification of areas for further development and targeted teaching
- Reporting outcomes to the Board and Parents

Key Groups

All individuals and cohorts are tracked throughout the year through our data and assessment trackers and support is targeted through identifying gaps in attainment of specific groups (Gap Analysis). We specifically identify:

- Male Students
- Female Students
- Students of Determination (SofD)
- English Language Learning (ELL)
- Exceptional Learners (EL)



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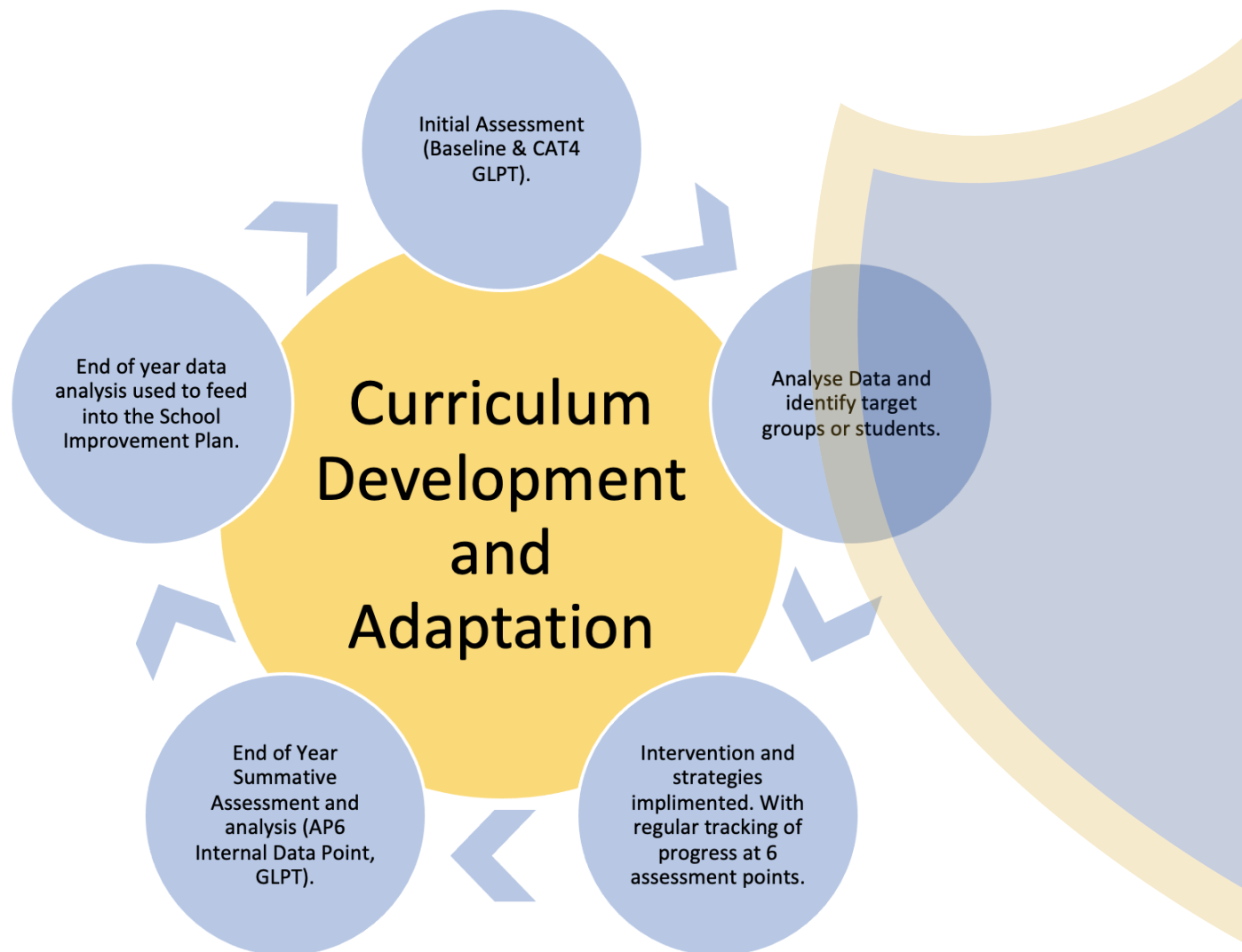


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Arcadia Assessment Cycle



Quality Assurance

Assessment practices are quality-assured at several times throughout the year in order to ensure that our assessment judgements are accurate and in line with curriculum standards. Examples of this include:

- year group specific moderation of assessments
- subject specific moderation of assessments



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- whole school moderation of assessments
- student book looks
- use of Learning Ladders expectations to ensure alignment with National Curriculum standards
- gap analysis of GL assessments with our internal assessment judgements

Roles and Responsibilities

The Senior Leadership Team

- Monitor whole school attainment and progress data
- Report whole school attainment and progress data to the academic board
- Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and related performance management targets
- Use appropriate meetings and data analysis effectively to monitor the performance of individuals, groups and cohorts of pupils
- Ensure teacher development supports improved pupil performance and outcomes
- Quality assurance of assessment practices and utilisation of data

Subject Leaders

- Analyse whole school data sets
- Conduct book look moderations
- Report to SLT every term on progress and attainment of students
- Meet with class teachers regularly to ensure planning is responsive to data findings
- Deliver training and host moderation meetings to ensure accuracy of assessment

Year Leaders

- Hold teachers accountable for data entry and outcomes
- Conduct book look moderations
- Review proposed interventions and allocate staff and resources appropriately
- Ensure interventions are purposeful and targeted
- Monitor and hold data discussion sheets for their year group

Teachers

- Carry out regular, accurate formative assessment of pupils, recording key milestones in learning and sharing these with parents regularly
- Provide high-quality feedback and use formative assessment information to inform planning to meet individual learner needs (Pupil Progress Meetings)





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- Regularly review pupil attainment and progress and next steps in learning

Communication with Parents

Children's attainment and progress will be discussed and shared at Parent Consultation Meetings, which take place twice throughout the school year, and through formal written reports which are provided to parents three times per year (once per term). Teachers are also available for appointments for:

- informal discussions with parents
- formal meetings to discuss the child's learning and progress

Such meetings may be made at the request of parents or teachers.

Class teachers will also use Seesaw to share information about the child with parents on a regular basis. Written reports will comment on children's attainment and progress and key assessment data will be included in these reports. These reports can be translated into Arabic if required. Student Led Conferences will be conducted twice per year for students to share their academic progress.

Relevant Policies

- Exceptional Learners Policy
- Inclusion Policy
- Curriculum Policy

Policy Implemented: September 2023
Policy Review Date: September 2026
Policy Responsibility: Assistant Headteacher
Board Approval: July 2023
Version 5



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