



ASSESSMENT POLICY

2026 - 2027

Introduction

Assessment at Belvedere British School (BBS) is vital in that it ultimately helps learners to learn and develop themselves, teachers and parents to guide that learning and development, and for learners and educators to communicate that learning and development to and in other relevant parties (institutions of higher education, ADEK approved support specialists, schools) that learners transfer to, and, in general, communicate to the school and wider community.

Alongside assessing the learning and development of learners, runs the arguably more important goal that **our young people should be able to assess themselves** and, where appropriate, the learning and development of others.

At BBS, we strive for all assessments to be formative - assessments that our young people learn from and that they recognise the value of assessment to their growth. To achieve that goal, all learners must therefore be able to understand how to learn and develop from the assessments they encounter.

Excellent assessment enables learners to comprehend their current level of understanding and development, and to identify areas for improvement and progress. It allows the teacher to do the same, and for the parents to support this. To make that happen, we need criteria and rubrics, as well as time to discuss with young people the meaning of their assessment outcomes, next steps for improvement, and how to overcome fixed-mindedness about their ability to improve. Grades, whether represented by percentages, numbers, or letters, are simply bookmarks or tags that require us to look at grade descriptors to understand what they represent. Having said that, they are (often culturally) very important to students and parents as indicators of achievement and as such, the school administration needs to identify a clear, transparent, and well-monitored process whereby learners will understand the way they are assessed and awarded grades, be able to challenge those grades where appropriate, and understand how grades from the various assessments are collated and processed into final grades. Such a process must be clear for parents as well in order for them to understand how the reported assessment relates to the actual achievement and progress of their children.

So, we have four areas in search of clarity:

- The quality and appropriateness of the assessments given by teachers driven by the teacher's understanding of their role in realising the school vision.
- How learners achieve grades



- How those grades are processed, recorded, and reported
- How learners and parents understand the process leading to those final assessments and the significance of what is reported.

Teachers, guided by their Heads of Department and Key Stage Leaders, need to maximise the fairness, appropriateness, standardisation and moderation of assessments within and across grades and subjects. In this way, all assessments assess what learners know, understand, can do and how they are progressing without barriers created by the assessments themselves and, on average, no subject is more or less difficult than another.

Vision

- At BBS we will assess learners on what we have agreed with them they should learn and encourage them to go further.
- We will assess them through means that assess what they are being assessed on without hindrance from the method in which they are assessed.
- We will communicate assessment transparently and such that they will learn and understand the progress and the achievements they have made.

Purpose

The purpose of this document is to:

- Define expectations related to assessment at BBS: the evaluation, measurement, and analysis of academic readiness, learning progress, skills and dispositions, values, attitudes, and educational needs of students.
- 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 student achievement.
- Specify the ADEK-mandated external assessments which need to be implemented and used as indicators of student progress and attainment in the Emirate of Abu Dhabi.
- Require that assessment data be analysed, monitored, and shared with relevant stakeholders.

Definitions

Accommodations and Modifications of Assessments	Any adjustments to the way assessments are conducted to enable access, without altering the assessment demand. Accommodations and modifications should be aligned with the student's needs 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 the guidelines of assessment providers/examination boards.
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Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students 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 student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (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 students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behaviour Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioural, language, or social and emotional need.
External Assessments	An assessment designed by an external provider is used to measure student learning, achievement, skills development, and/or values/attitudes. This includes standardised benchmark assessments, international assessments, and/or board exams and other pre-collegiate exams.
Internal Assessments	Ongoing school-based assessments that measure student 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	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.

1. Belvedere British School Assessment Policy

1.1 Policy Requirements

1. Framework

- a. The school is committed to using a wide range of types of assessment for a variety of purposes from **diagnostics**, to **assessing for learning** (learning both



objectives and familiarisation of assessment tools through formative specific formative assessments), to **summative** assessments to recognise and report progress and achievement. Assessments for grades are divided into **'continuous' assessment** and **summative assessments**. The grades from both are combined to give a final grade. We also run **external assessments** that provide third parties with data to analyse general education levels. The structure of these assessments varies so that a learner at BBS can find themselves being assessed through **observations**, how they respond to questions on **structured, closed** and **open-ended** answer sheets to **typing** in English or Arabic on-screen, to **presenting, reporting, creating artefacts** and basically any tangible evidence of learning.

- b. **Moderation and Standardisation:** At BBS, we strive to ensure that assessments are fair to students and the community – fair to the student in that they are assessed on what they are taught, provide adequate time for meaningful responses and aid learning; fair to the community by representing a standard by which parents, learners and others can know what has been achieved by certain grades or certificates. A grade 6 in Maths should be equivalent to a 6 in French; English assessments given by different teachers in the same year level should be of similar difficulty; and our assessments meet appropriate standards

Primary: To make sure assessments are fair and consistent across the Primary phase, we follow a simple, three-stage moderation process:

1. Class teacher marking – Teachers mark pupils' work using the mark schemes or guidance that accompany the assessment tasks.
2. Year-group / Subject lead review – The Year Lead or Head of Department checks assessment content and marking to ensure the tasks are age-appropriate and match what has been taught.
3. Senior review – The Head of Primary (or a member of SLT) conducts a final quality assurance check to confirm consistency across classes and to make sure the results reflect our curriculum expectations.

Teachers also standardise their judgements by meeting regularly to discuss sample papers and agree how marks should be awarded.

This helps ensure that the same standard is applied to all pupils across the year group.

- c. **How We Measure Attainment and Progress:** We use recognised, age-appropriate standardised tests (for example, GL assessments) to compare pupils' attainment with wider benchmarks. These results help us to:
- i. Identify pupils who need extra support or greater challenge,
 - ii. Share clear progress information with parents, and
 - iii. Track whole-school trends over time.



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In Primary, assessment and reporting always include more than just a test score.

d. Marking and Grading Guidelines (Primary): To keep marking fair and useful for learning we follow these principles:

- i. **Use curriculum-linked mark schemes:** Teachers use the published guidance that accompanies each task to mark consistently.
- ii. **Age-appropriate questions and challenge:** The Year Lead and Head of Primary review assessments to check that questions are suitable for the pupils' age and ability, and that there is a balance of support and challenge.
- iii. **Constructive feedback:** Marking focuses on correcting misunderstandings and giving clear steps for improvement. Pupils receive comments they can use to make progress.
- iv. **Evidence collection:** Teachers keep samples of pupil work to show progress and to use in moderation meetings.

Whole-school Cross-check Process

- Teacher marks the work
- A colleague (peer) cross-checks a sample of marked work.
- The Year Lead / HOD verifies marks and confirms any grade boundaries used.
- The Head of Primary / SLT completes a final quality assurance check and ensures data is entered correctly into our management system.

In **Middle School and Secondary**, teachers use curriculum-aligned assessment platforms to ensure consistency and standardisation e.g. in mathematics, the Dr. Frost programme is used for lesson tasks, homework, and continuous assessments, and because it is mapped to British Curriculum progression standards, it ensures consistent question type and difficulty across groups.

- i. For IGCSE and A-Level, assessments are generated using Exam Wizard and official Pearson Edexcel/Cambridge past paper archives.
- ii. Moderation is carried out in three layers:
 1. Class Teachers apply official mark schemes.
 2. Heads of Department review the assessment content and difficulty to ensure alignment with curriculum expectations.
 3. Vice Principal conducts Quality Assurance moderation to ensure consistency across subjects, year groups, and alignment with external benchmark expectations.

Measures of Attainment and Progress Against Benchmarks:



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- We use GL Assessments (Years 4–10) to benchmark student attainment against international standards. These results are submitted electronically to ADEK and appear on the Raya App, allowing parents and ADEK to track progress transparently.
 - The school also participates in PISA, TIMSS, and PIRLS, further validating progress against international performance standards.
4. For IGCSE and A-Level internal assessments, grades are aligned to Pearson Edexcel grade boundaries, using a 2–3-year average to ensure realistic expectations. For example: A 40% raw score internally may appear low, but externally it equates to a Grade 5, which is a secure international pass standard.
5. Marking / Grading Guidelines and Procedures
- i. **Primary Section:** In Primary, assessments are created using the structured resources linked to the curriculum. Mark schemes provided within these resources guide initial marking. Marking and assessment expectations are reviewed by the HOD, Head of Primary and the Vice Principal to ensure:
 - Questions are age-appropriate,
 - Challenge and support are balanced, and mark allocation is suitable.
 - Marking is fair and consistent across teachers.
 - ii. **Middle School & Upper (IGCSE / A-Level):** Assessments are marked using official exam board mark schemes or resources provided to maintain alignment with external standards. Students receive written feedback to guide improvement, with a focus on correcting misconceptions and developing exam technique.
Cross-checking Process for Whole School:
 - Teacher completes marking.
 - Peer cross-check is performed between subject teachers.
 - HOD verifies accuracy of marks and grade boundary application.
 - SLT conducts final QA, including ensuring correct data entry into iSAMS.
- e. **Reporting to Parents:** Termly reports include:
- i. Attainment against curriculum objectives in exam results
 - ii. Continuous test results
 - iii. Clear next steps or targets so parents know how to support their child's learning on report and the exams and tests feedback.
 - iv. Termly report cards also include descriptive performance indicators relating to effort, engagement, and learning behaviours i.e. Not just academic scores.



- 2. BBS has specific requirements and guidelines on using formative and summative assessments (see Sections 2.2 and 2.3 below). However, in general:**
 - a. Ensure that what is assessed matches what has been taught. This is sometimes seen by students and parents as difficult when it is the transferable skills that are being assessed in an unknown context.
 - b. A good assessment will assess generally and widely across taught content and then deeply into specific content in one or two key areas.
 - c. If the assessment is carried out in school time, there may be no more than two assessments on the same school day (there are unavoidable exceptions to this when external examination providers offering a range of subject choices have a schedule clash, but procedures are in place for this rare occurrence).
 - d. The assessments must allow a reasonable time for children to be able to complete the assignment. For children needing support, accommodations and modifications must be considered.
 - e. Students must have clear guidelines on the importance of academic integrity and how to make wise decisions with respect to assessments.
 - f. There must be clear instructions, objectives and criteria for all assessments
 - g. Teachers must go through assessments with students so that both can learn more from the assessments and so that grading is clear and transparent.
 - h. Students are welcome to dispute grades where there is either misunderstanding, ambiguity or unfairness (real or perceived) and teachers must engage with students in resolving issues fairly as a learning opportunity in thinking things through, seeing that speaking up for oneself can work, and that fairness is our objective.
 - i. Teachers must give a week's notice of any summative assessment along with notification of the objectives, type of assessment and the criteria/rubric for the assessment
 - j. Formative assessments are designed to help learners learn and are primarily not given for grades. Young people should be able to get used to assessment tools and practice using them before being assessed on the learning objectives.
 - k. Assessments given outside school time – projects, recorded presentations, must be given strict deadlines and guidance. Guidance on academic integrity must be emphasised and alternatives to academic dishonesty must be discussed with students so that they can make wise decisions (see BBS Academic Integrity Policy).
 - l. Teachers must mark and provide feedback to students within 48 hours of the assessment where possible.
- 3. BBS uses effective approaches to analysing and utilising internal and external assessments to continuously improve the effectiveness of teaching and learning and student educational outcomes. (See section x below)**
- 4. Applicability to all grade levels (Pre-K/FS1 to Grade 12/Year 13).**



As a learning community, we want to build trust, effective communication and a sense of working together (between all parties). Therefore, this policy applies to all grades through the sensitivity of the teachers in knowing their students.

5. Identification of the assessment methods to be used, appropriate to the age/stage of students.

At BBS, our teachers, Heads of Department, Key Stage Leaders and Heads of Section pay particular attention to checking assessments for their suitability for the students who will take the assessments. Teachers are asked to make changes, modify or substitute any assessments that are not suitable before they are given to the students.

6. Alignment to quality assurance (inspection, accreditation, affiliation, and/or authorisation) standards. At BBS we are committed to

- Curriculum Implementation and Objective Achievement:
 - Commitment to implementing the MOE curriculum and standards
 - Applying effective teaching strategies to achieve these objectives such as interactive activities, small projects and digital learning. (see Section 1b3)
- Teacher Development and Continuous Training:
 - Conducting regular professional development sessions for teachers focused on Modern teaching methods and strategies.
 - Carrying out teacher observations to provide practical guidance and essential feedback for performance improvement.
- Keeping records of Student grades, classwork and assessments to ensure accurate documentation and ongoing follow-up

7. Implementation of ADEK-mandated external assessments, including a focus on achieving the school's international assessment targets.

In preparation for all external assessments, we, as a whole school, will

- Develop capable, confident learners through a wide range of activities, focused learner attribute development, and formative assessment
- Eliminate factors affecting exam performance other than what is being assessed, e.g. managing stress and anxiety, familiarity with assessment tools to be used, raising willingness to take part and doing one's best when asked to take assessments from which there is no individual feedback.
- Students with additional learning needs are supported through the provision of appropriate accommodations based on their individual learning profiles and specific conditions. We work collaboratively with families and students to guide and assist them in submitting accommodation requests to the external examination boards, ensuring that all necessary support is in place to promote equitable participation and fair



assessment outcomes.

8. At BBS, we implement a series of **accommodations and modifications of assessments** for students with additional learning needs, aligned to their individual needs. These include:

Accommodations may include extended time to complete tasks, simplified instructions, the use of visual aids or graphic organizers. Students may also use assistive technology such as text-to-speech or speech-to-text tools, provided with a quiet or separate testing environment to minimize distractions, receive additional prompts or scaffolding during tasks, and be allowed short breaks to support focus and emotional regulation.

Modifications are applied when assessment content needs to be adjusted according to the student's performance level and individualized goals. These may include reducing the number or complexity of questions and providing visuals.

9. Commitment and strategies to building assessment integrity (e.g., prevention and mitigation measures, disciplinary action, reporting, etc.

Plagiarism is highly discouraged at BBS and teachers run assessments strictly with students from an early age. Plagiarism is often a symptom of the absence of a 'culture of assessment' as described in part 10 below and fostering an understanding of and healthy attitude towards assessment from an early age is something we strive for at BBS. Parents and students will see in our Parent-Student Handbook that plagiarism is considered a level 3 (one level lower than setting fire to the school) as an offence that is dealt with quickly, calmly and involves parents.

The issues of plagiarism are dealt with directly in student information sessions, assemblies and form time sessions as well as all students having access to our **Plagiarism policy**

Commitment to **sustainable assessment practices** (e.g., use of digital formats where appropriate, reduction of paper usage, etc.). We try to reduce the use of paper and hard materials where possible however, from this policy review we are currently looking into the following

- For summative assessments, start a phased reduction of printed exam papers, using secure PDF uploads or on-screen tests where appropriate.
- Replace handwritten marking with digital annotations on Google Docs, PDFs, or ClassDojo.
- Trial or adopt a one-week paperless assessment period each term to explore practical challenges.

One factor holding us back from going completely digital is that young people need to write by hand as it is better for learning, improves focus, and, so far, most of their external assessments require handwritten answers.



Another factor is the community concern about eyesight and other issues related to digital learning.

10. Fostering a culture of assessment and assessment best practices involving the entire school community by:

a. Requiring educators to be aware of the school's assessment goals and targets, attend relevant training, and provide opportunities for students to:

- Become familiar with different assessment practices and protocols.
- See assessment as an integral part of their learning and development both in and out of school – promoting the view that we are always assessing ourselves, others and our environment i.e. to assess is a natural and essential feature of life.
- Not fear assessment but to seek it and the rewards it brings
- Embrace mistakes in their pursuit of antifragility.

Also, ensuring that students, teachers and parents have enough materials and opportunities to become familiar with the concept of constructive assessment, assessment methods and tools. Providing guidance to teachers on what assessment methods and tools of assessment to use.

Note: at BBS, in EY, KS1, 2 – Classroom Dojo is used to familiarise learners with digital tools. At KS4/5 use of past papers, mock exams, practice digital literacy skills.

Other Examples

Arabic/Islamic Section

1. Weekly Arabic Typing Practice

- Conduct weekly typing exercises using tools such as Google Docs
- Focus on using the Arabic keyboard to improve typing speed and accuracy.
- Encourage home practice involving parents to support Arabic typing skills.

2. Integrating Short Digital Tasks

- Assign short digital tasks such as: Writing short paragraphs, answering questions, reviewing texts, and using a Dictionary to search for new vocabulary with the Arabic keyboard.
- The goal is to enhance digital interaction and improve Arabic writing skills.
- Using Digital Assessment Simulations
- Conduct digital practice assessments to build confidence and familiarity with digital tools.
- Monitor students' progress and provide immediate feedback to improve performance.

3. Safe Digital Communication

- Train students to write formal and informal letters appropriately and safely and assign tasks linked to the curriculum, such as Writing a short personal biography or writing a biography of an inspiring figure.

4. Homework Assignments

- Assign homework-based digital activities to reinforce the skills learned: Writing short texts



or creating digital summaries or presentations for Arabic lessons

Whole School:

1. Everyday Classroom Teaching

- Google Classroom / Class Dojo : Students use digital platforms to access assignments, upload work, and communicate; reinforcing skills in digital communication, organisation, and responsibility.
- Research tasks and projects: Students are taught to evaluate sources, cite references, and avoid plagiarism, building critical thinking and responsible online research habits.
- Interactive lessons: Teachers use Nearpod, Kahoot, Quizizz to enhance engagement and develop students' ability to navigate digital tools confidently.

2. Core Subject Integration

- **English:** Students type essays, create presentations, and use tools like Google Docs' editing features; learning digital writing, editing, and collaboration.
- **Science:** Students analyse data through online simulations
- **Maths:** Use of Apps like Dr. Frost.
- **Humanities:** Students conduct online research for case studies, compare data.

3. ICT Lessons

- Students learn coding, cyber safety, file management, and digital presentation.
- Approaches that encourage independent and collaborative learning are employed.

4. Digital Citizenship & Safety

- Teachers explicitly cover this topic through Moral Education, Form Time, ICT lessons, and increasingly through all lessons, where students learn:
 - How to use the internet safely and ethically
 - How to communicate respectfully online
 - How to manage habits

5. Assessment & Feedback

- Teachers provide digital feedback via Google Docs, Forms, or marking platforms. This is especially used in KS4 and KS5.
- Online formative assessments and Results Plus / GL Assessment dashboards develop students' ability to interpret digital results.

6. Cross-Curricular and Whole-School Activities

- STEAM Projects: Students combine design, coding, and presentation skills to create digital prototypes.
- MUN: Students research, collaborate, and prepare position papers using digital tools.
- Gain exposure to critical thinking and reasoning skills by embedding them across the curriculum in daily teaching and learning.



b. Promoting “assessment-capable learners” by ensuring that students understand what they should learn, monitor their own progress, set goals, and reflect on their learning. Making assessment personal – transparent, giving ownership, using mistakes to improve, etc.

To be an assessment-capable learner is also to be able to use an assessment to efficiently communicate what it is you have learnt without the assessment mechanism losing you grades. In this way we require teachers to help learners:

- Overcome stress and anxiety due to assessment
- Gain a wide range of experience with different forms of assessment
- Explicitly develop skills, approaches and strategies for minimising the effect of the assessment method on the ability to communicate learning.
- Reflect on and learn from every assessment and feedback they receive.
- Understand and communicate their understanding of their assessment to others

c. Motivating students to engage fully throughout the duration of the assessments.

Teachers are encouraged to help young people see assessment as a positive and constructive part of their learning and life at school. Our challenge is to guide as many as we can to want to understand and communicate what they have learnt i.e. to be assessed. Teachers and parents at BBS must encourage this view and help young people have buy-in to the assessment process which means providing opportunities for engagement and choice. We can do this most easily through our continual assessment approach. It is more difficult but not impossible for us to do this with our end of term assessments which tend to be fixed test-style assessments. With externally set assessments there are two types – those which provide a qualification (IGCSE, A-Level) and those which seem to have little reward for the participant (PISA, TIMMS, etc). For the former, there is an extrinsic motivation to do well; for the latter, we must work on intrinsic motivation of ‘doing one’s best’ and ‘seeing the process as a large part of the reward’ (see Sections 10 a. and b. above)

Questions all members of the community need to ask and seek answers to are: ‘Why do kids not engage? Why do they not review after finishing early? Why do they give up? Why do they not embrace assessment as a tool to improvement?’ Much of the answer will undoubtedly lie in our actions and attitudes as adults.

d. Engaging parents as active partners in promoting the success of their child on internal and external assessments.

Parents are involved as far as possible through information sessions, coffee mornings, newsletter articles, the open-door policy of senior leaders and the communication tools available to connect parents and teachers, and of course the parent-teacher-student conferences and report cards issued etc. However, with the exception of report cards, these reach only some of the parent community. Ideas we may trial in AY2025-26 such as running online parent coaching programmes while innovative, are also unable to reach all parents. Work pressures, distance from school to home and language barriers often reduce the efficiency of school to home communications. Therefore, at BBS we place priority on student-home communication and expect, as. apart of our drive to help and guide our young learners to take responsibility for their own learning, we make every effort to support



students to be our ambassadors between school and home.

11. Analysis and utilization of internal and external assessment data to develop interventions and plan provision for students with additional learning needs.

At BBS we have a rigorous procedure of assessment data being analysed by teachers and by the Senior Leadership Team.

Examples: In FS2, a tracker is used that is designed to aid the monitoring, assessing, and recording of each child's development across all areas of learning in FS2. It allows teachers to identify children's strengths, areas for support, and overall progress, providing evidence to guide future planning and intervention. It also supports communication with parents about their child's development.

In Years 1-6, home-sheets are where assessment grades and marks are stored. These are used by teachers to run data analysis. Teachers record any formative assessment grades and the data points from continuous assessment they collect (5 data points for core subjects and 3 data points for non-core subjects) throughout each term. End of term formal assessments which covers all subject content for the term are also recorded here. The data analysis is used to develop interventions and plan provision for any student that needs it and especially for students with additional learning needs

In Year 3-6 assessments, are sent home to parents for them to review and we also send an email home to parents if the results are below expectations.

Teachers are required to review assessment data and see areas of strengths and weaknesses, and this assists them in identifying learning gaps.

Teachers have 48 hours to mark assessments and complete home-sheets and analysis. We also have a tracker where teachers keep track of assessment averages.

We have an assessment schedule where we keep track of how many assessments there are per a week to ensure that is not an overload of assessments in a particular week.

12. All external assessments the school chooses for its students to undertake and those which ADEK requires them to undertake are administered at no cost to the families of the BBS community.

1.2 Policy Review and Approval: Although we constantly review our procedures, we at least:

a. Policy Review and Approval

- i. This policy is reviewed annually (see date on signatory page) based on feedback from staff and students and on an analysis of the qualitative and quantitative data collected.
- ii. This version of the BBS Assessment Policy has been approved by the school board (as



dated on the signatory page) and was sent to ADEK for approval on the date on the front cover in line with the *ADEK School Governance Policy*.

2. Internal Assessments

2.1 Use of Internal Assessments: At BBS, we implement different forms of internal assessments as required and 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, memorise, 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 specialised 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 learners and educators in-process feedback about progress in achieving learning outcomes, so that learning and teaching can be modified. To provide familiarity with the assessment method for the learner to minimise its effects on assessment outcomes. Normally, formative assessments should not be used for a 'grade', but positive grades can be included towards final continuous assessments. Formative assessments provide safe spaces for learners to become familiar with and understand assessment tools and expectations; therefore, poor grades will often be generated.
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.



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2.2 Specific Requirements for Formative Assessments: At BBS, we are committed to the following with respect to formative assessments:

Note: Formative assessment is as the name suggests, assessment that helps the learner learn – assessment for learning (AfL). Formative assessment is also often an assessment of the parts of larger summative assessments to be held later. Therefore, they are often not equivalent in weighting to final summative assessments. At BBS we use them for AfL but for practical purposes, they may also be used as a part of the continuous assessment of students. Because of its exploratory and diagnostic nature formative assessment is not usually used as a part of the summative framework however, especially in case of subjects having fewer lessons or subjects with high content levels, positive formative assessments can lay a role as a part of our continuous assessment under certain conditions.

1. Carrying out regular, continuous assessments of all students.

Assessment will be varied to allow a range of ways that enable learners to provide evidence of their learning and to increase the experience of the learner. All teachers will use formative assessment where learners and teachers can learn about their learning and teaching. Positive grades from such assessments which do not diminish the overall continuous assessment grade of a learner will be used as evidence of learning and contribute to the final grade of a student. Formative assessment grades may not diminish a student's overall continuous assessment grade.

With regard to continuous assessments that are designed to be summative only, where learners know the learning objectives, how they will be assessed, the criteria against which they will be assessed, etc, will go towards the final continuous assessment grade, however, for subjects where five data points from summative assessments are required, the lowest assessment of the five should be discarded. The rationale is that even summative assessments are in part formative especially at the start of the year when students may not be used to the language, system or approach of the school and are adapting to the assessment culture of BBS.

In core subjects, the grade for continuous assessment is determined from the outcome of five data points coming from summative assessments. Non-core subjects require at least three such data points. These assessments making up the continuous assessment part of the final grade have previously been mostly determined by exam- or test-style assessments. From 2025-26, all teachers must use at least one non-test-style assessment in term 1. In term two, for core subjects, two of the five data points must come from non-test-style assessments and in term three and from that point on, three of the five data points for continuous assessment must be determined by non-test-style assessments. Examples of non-test-style assessments include projects, posters and presentations of posters and slides, infographics, essays, research projects, and so on. One of the outcomes of this should be to engage learners in independent and collaborative learning and self-driven learning.

2. Sharing learning outcomes with students and parents in addition to the assessment criteria used to evaluate the student's work. It is our aim to involve learners with their assessment to a greater extent (see point 3 below). During the primary and through secondary years, learners will be encouraged to self-assess and become critical friend who can sensitively assess themselves and their peers in a structured way.



Assessment is about generating, collecting, analysing, evaluating and communicating evidence of learning and development. Through our class assessments, we strive to do justice to the learning and development of our young people and therefore all learners from Y5 onwards will be guided and encouraged to create and develop their own portfolios in which they can place tangible evidence of learning.

At BBS, teachers will work with learners on the intended learning outcomes before, during, and after teaching a topic such that learners can activate their prior knowledge, recognise the focal point of the lesson or topic and project their learning beyond the learning objective. In assessment terms, the learner assesses what they understand, learns the objective, and 'go beyond the curriculum' creating a context for the learning which leads to greater depth of understanding and better grades in assessment.

In the continuous assessment section, learners are increasingly supported and encouraged to suggest their own ways to be assessed which if deemed appropriate and fair can be accepted by the teacher.

Teachers will endeavour to create a positive learning environment at all times by calmly reminding students of the need for and presence of assessment but never using assessment to scare or threaten young people into 'working'. Assessments will not be used in any way in which they are perceived to be punishments.

Students are encouraged to share their results, mistakes, progress and achievements directly with their parents. Parents are able to track their children's assignments on Class Dojo and Google Classroom and follow their grades on MIS-ESIS.

Concerned parents are welcome to visit the school to discuss their concerns about their child's progress and to find ways to collaborate with the staff at BBS in finding solutions to any issues.

Students themselves are welcomed and encouraged to discuss assessment with any of a number of people including: Their subject teacher, their form tutor, the head of department for that subject, the Key Stage leader, section head or principal.

Each term there is a chance for parents to meet and discuss their children's progress face-to-face at Parent-Teacher-Student conferences and for students to help parents and teachers resolve non-aligned perspectives together.

3. BBS is committed to designing assessments that balance equitable weighting with appropriate coverage of cognitive demands, in alignment with the applicable curriculum standards, as per our licensed curriculum.

This section defines the ways grades from continuous and end-of-term assessments are



determined and the weighting of each in final grade determination.

Heads of Department (HoDs) familiarise teachers with the assessment policy and any departmental considerations. Teachers familiar themselves with the process written here.

Continuous Assessment

- Teachers identify the expected base learning outcomes, what is to be assessed and how and the timing of assessments. They inform students.
- Teachers use appropriate formative assessment to acclimatise students to assessment methods.
- Teachers create a range of assessments and share criteria/rubrics and what will be assessed at each point before an assessment e.g. 'Next week in Tuesday's lesson we will have an assessment, here's what you will be doing and the rubrics.'
- Teacher runs formative and continuous assessments, grades and gives feedback to students.
- Grades collected are entered in teacher mark sheet and MIS-iSAMs

How Grades are Determined from Continuous Assessments.

For Y2-13 core subjects must run continuous assessments that generate 5 data points. Non-core subjects must at least generate 3 data points. Serious formative assessments that bring a positive difference to the overall grade may be included, however, formative assessments that bring about a negative effect may not be included.

If a summative continuous assessment data point is a negative outlier compared to the other data points, it can be ignored. Example:

Example 1. Continuous Assessment: The teacher of student 'Jeylan' has provided her class with more than six assessment opportunities. Some are small formative assessments; a couple are more weighty formative assessments and five are summative continuous assessment opportunities. At her first attempt at a formative assessment Jeylan didn't understand the instructions and being shy didn't ask for clarification. Her grade was poor. The teacher provided feedback and in the next major formative assessment Jeylan did very well now that the process of the assessment was understood. So, her teacher used the '8' as one of her data points. The teacher had students undertake two assessments – a short project report and the design and presentation of an infographic that showed learner understanding. The teacher also ran a summary test under exam conditions about three quarters of the way through the term. Two of the five grades or data points were collected from the project report and two from the infographic presentation. One data point came from the test. Jeylan did quite well in most of these but fared poorly in one aspect of the project report where she had not taken time to think things through. Over the term, with teacher feedback and from her own research, she was able to improve on this aspect of her learning and noticing this, the data point was removed from the final calculation.

Jeylan	Formative	1 st cont	~~2nd cont~~	3 rd cont	4 th cont	5 th cont	Ave
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	8	6	3	7	8	7	7.2
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Although this still represents an average of where the student is in her learning, it more closely represents her current capabilities by using evidence of what she can currently do rather than including data from shortcomings that she has subsequently overcome.

End of Term Assessments

- Teachers create assessments (collaboratively where possible), and assessments are reviewed by HoD/Section leader
- Assessment range of content, timing, rubrics, etc, shared with students
- Teacher runs end-of-term assessments, marks them and gives feedback to students where possible (where a holiday immediately follows, feedback using the completed assessments are done at the start of the next term).
- Teachers collaboratively recheck marking and grade summation for each other to ensure accuracy in exam paper grading.
- Checked grades are collected and entered in the teacher mark sheet and analysed by teacher/HoD/Section leader.

Final Grades

- Final combined grades – continuous assessment and end of term assessments are combined using the correct weighting for each year level (see below), on teacher grade sheets and MIS-iSAMS
- Final grades are entered onto grade sheet overview for each year level.
- Grade sheets are checked and signed by HoDs and section leaders
- Grade sheets are checked and signed by Principal
- Grades from grade sheets are entered to eSIS
- Grades from grade sheets are published from eSIS to Rayya automatically.

Weighting of Assessments

For BBS in AY2025-26, the weighting of assessments is:

Year Levels	Continuous / End of Term ratio	Notes
EYFS2/Y1	100% Continuous assessment	Descriptive assessment against the primary criteria framework
Y2	90%/10%	weighting of 90% framework and 10% based on end-of-term assessment
Y3 – Y6	70%/30%	with 30% based on end-of-term assessment
Y7	60%/40%	with 40% based on end-of-term assessment
Y8-Y9	50%/50%	with 50% based on end-of-term assessment
Y10-Y13	30%/70%	with 70% based on end-of-term assessment

4. At BBS teachers make every effort to identify and **create opportunities** such that assessment



becomes a part of the learning journey. With sensitivity, they oversee the transition in responsibility for this journey from them to lie increasingly with learners. As a natural and intrinsic part of the learning journey, learners are involved in the understanding of assessment requirements (criteria/rubrics, etc), the assessment tools (minimising the effect of how learners are assessed and focusing on what is being assessed), the process of review whereby learners learn how they are awarded marks and for what (teachers will go through all assessments where possible). To facilitate this, learners are supported, encouraged and guided in positive processes of peer-assessment, self-assessment and constructive self-criticism towards structured improvement. They are encouraged and given opportunity to research, identify, and follow through with the next steps in their development.

5. Our planning documents are designed to ensure teachers include a variety of means to assess student progress (e.g., observation, questioning, classroom discussions, digital quizzes, problem-solving activities, and other learning engagements). As mentioned previously, with respect to continuous assessments, at least three data points need to be collected from non-test style assessments such as projects, presentations, reports, essays, infographics, etc.

6. Provision of accommodations and modifications for students with additional learning needs to enable the equitable participation of all students.

Students with additional learning needs are provided with equitable opportunities to participate in formative assessments, allowing teachers to gather meaningful data and adjust instruction effectively. The Inclusion Team collaborates with classroom teachers to plan and implement differentiated assessments based on each student's level or learning profile.

Support is provided through accommodations and modifications. Accommodations include flexible timing, the use of assistive technologies (e.g., text-to-speech tools, calculators), simplified instructions, and visual supports. Modifications are implemented to ensure that assessment tasks align with the student's current level of ability and learning goals, which may involve adapting the content or reducing the complexity of the assessment.

7. Where possible, the **design of assessments is differentiated** to cater to the diverse needs of all students, maintaining clear success criteria reflecting curriculum expectations and students' ability. Where possible, students are invited to provide tangible evidence of learning in ways that they choose or adapting the assessment given as long as the criteria are met.

8. We seek to collaborate with students wherever possible to empower them on their own learning journey which naturally includes assessment of progress and achievement. We therefore endeavour to **help them set challenging learning targets for themselves**, monitor their own progress, and continuously improve. Introduction of **portfolios**, self-assessment, sharing and explanation of criteria/rubrics, etc. Making assessment process transparent and therefore accessible.



9. BBS Teachers, mid-Level and senior-level leaders use all the qualitative and quantitative assessment data collected to enable timely interventions in the classroom 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*.

2.3 Specific Requirements for Summative Assessments: At BBS, we are committed to the following with respect to summative assessments:

1. We assess student progress through a variety of methods, including selected/constructed response and performance tasks and project-based assessment, individual and group tasks such as presentations, essays, reports, etc all aligned to the school's curriculum standards.
2. At BBS, we implement a comprehensive and balanced assessment system in alignment with the ADEK Framework for School Inspection. Assessment is designed to evaluate both attainment and progress across knowledge, skills, and application.

A variety of assessment methods are employed, including:

- Selected response assessments (e.g., multiple-choice questions, short-answer recall, diagnostic quizzes)
- Constructed response assessments (e.g., analytical writing tasks, problem-solving questions, structured reasoning)
- Performance-based assessments (e.g., presentations, debates, practical demonstrations)
- Project-based learning assignments connected to unit frameworks and real-world application
- Formative assessments embedded within lessons (e.g., exit tickets, hinge questions, mini whiteboards, self-assessment tasks)

The school also participates in external standardised assessments to benchmark performance at national and international levels, including:

- GL Progress Tests
- IGCSE and A Level examinations
- International comparative assessments such as PIRLS, PISA, and TIMSS
- Teachers at BBS must use varied and appropriately challenging questions that increase in rigor to meet grade level-aligned curriculum standards, promote higher order/critical thinking and provide accurate measures of student attainment and progress, ensuring both reliability and validity. In most lessons, questions are differentiated to allow access at different levels of understanding.
- Adapting assessments to cater to students with different abilities, including



appropriate accommodations and modifications for students with additional learning needs aligned to their individual needs.

3. The school ensures that assessment practice is equitable, inclusive, and accessible, enabling all students to demonstrate their learning effectively. Adaptations and accommodations are coordinated by the Head of Inclusion, in collaboration with subject teachers, and are informed by individual learning profiles and IEPs (Individual Education Plans).

Support may include:

- Accommodations, such as:
 - Extra time / supervised rest breaks
 - Modified font size or accessible formatting
 - Use of reading software, scribes, or assistive technology
 - Assessments conducted in a low-distraction room
 - Clarification of task instructions
- Modifications, where warranted:
 - Adjusted task length or complexity without changing learning intent
 - Alternative formats to demonstrate knowledge (e.g., oral instead of written response)

For external examinations (IGCSE and A Level), all access arrangements follow JCQ (Joint Council for Qualifications) regulations. Evidence-based documentation is compiled and submitted to the awarding bodies within the required timelines to ensure compliance, validity, and academic integrity.

4. Accurate analysis and best use of the results of assessments to inform teaching and learning.

BBS places strong emphasis on the strategic and systematic use of assessment data to improve teaching and learning, a practice commended in the recent ADEK inspection.

Following each summative assessment:

- a. Students receive structured feedback using the Assessment Cover Sheet, outlining:
 - Breakdown of marks
 - Areas of strength
 - Misconceptions and gaps
 - Clear, actionable Next Steps for improvement
- b. Teachers at BBS record assessment outcomes in the school's data tracking system, which automatically generates:
 - Performance analytics, including distribution curves (easy/appropriate/difficult)
 - Identification of High Attainers (HA) and Low Attainers (LA)



- Progress against learning objectives and curriculum expectations
- c. Teachers complete a Data Analysis Commentary, used to plan:
 - Class-wide reteaching where required
 - Targeted intervention plans for LA students to secure core learning
 - Enrichment and extension pathways for HA and Gifted & Talented students
- d. These plans are reviewed:
 - Weekly in Head of Department meetings
 - Cross-checked by the Examinations Officer and Vice Principal
 - Termly, where inter-class data is compared to ensure parity and standardisation of expectations across the department

5. The use of rubrics and/or grading criteria.

At BBS Rubrics are used to ensure clarity, consistency, and transparency in assessment and feedback.

- In Middle and Senior School, rubrics and mark schemes are directly aligned with IGCSE and A Level assessment objectives, supporting exam readiness and standardisation.
- In Primary School, rubrics are developed by the Head of Department in collaboration with teachers and reviewed by the Vice Principal and Head of Primary to ensure shared interpretation, consistent marking, and progression alignment.

Rubrics assess performance across dimensions such as:

- Conceptual understanding
- Accuracy and method
- Application of knowledge to new contexts
- Clarity and organisation of communication
- Creativity and reasoning (where appropriate)

Rubrics are shared with students in advance to support self-regulation, reflection, and ownership of learning.

Some examples of rubrics used can be found here:

[Example 1: KS2](#)

[Example 2: KS3](#)

6. The use of moderation protocols and a commitment to ensuring grading consistency.

At BBS we have established clear moderation protocols in our efforts to ensure grading consistency (See section 1.1 B. 3)



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7. Demonstrating a clear understanding and application of benchmark thresholds, which define the minimum expected performance levels based on the standards of the school's licensed curriculum.

- a. **Curriculum-Specific Thresholds:** At BBS we understand the benchmark thresholds as the **Expected Standard or Age-Related Expectations (ARE)** within the UK curriculum's **Key Stages (KS)**.
 - **Primary Example:** At the end of KS2, this is the "expected standard" in reading, writing, and mathematics, often linked to the performance descriptors used for statutory assessment.
 - **Secondary Example:** In Key Stage 4, this translates to the **minimum passing grade (e.g., Grade 4 or 5)** in core subjects like IGCSE English Language and Mathematics, which is the essential foundation for post-16 progression.
- b. **Progression and Milestones:** We recognize that thresholds are not singular endpoints, but part of a **clear progression framework**. Teachers use the curriculum content to identify the **milestones**—the specific, cumulative knowledge and skills students must acquire at each stage to meet the overall end-of-key-stage benchmark.
- c. **External Benchmarking:** We understand the need to contextualise internal performance. We use **standardised external assessments** (e.g., GL Assessments, etc) to provide an independent, internationally-normed check against student attainment, validating that our internal benchmarks are aligned with wider UK and international standards.

2. Practical Application and Implementation

a. Planning and Curriculum Alignment

- **Backward Design:** We apply benchmark thresholds using **backward design**—starting with the end-of-Key-Stage expected standard and planning the curriculum and assessment points to build up to it.
- **Assessment Criteria:** All **summative assessments** (tests, projects) and key **formative tasks** are designed directly from the curriculum standards. The mark schemes and rubrics explicitly link performance descriptors to the threshold criteria, clarifying exactly what meeting the minimum expected standard looks like.

b. Data Analysis and Intervention



- **Regular Tracking:** We maintain **robust assessment data tracking** to compare student performance against the benchmark threshold throughout the year, not just at the end of a Key Stage.
-  **Identifying Students 'Below Threshold':** Teachers use the data to immediately identify any student predicted to be working **below** the benchmark threshold. This signals an urgent need for intervention.
- **Targeted Intervention:** For students below the threshold, we implement **specific, evidence-based intervention strategies**:
 - **Small-Group/1:1 Support:** Focused work on the foundational knowledge/skills deficits identified by the assessment.
 - **Scaffolding/Differentiation:** Adjusting in-class tasks to ensure access to the core curriculum while building missing prior knowledge.
 - **Parental Communication:** Alerting parents/guardians and collaboratively setting targets to close the gap.

c. Moderation and Quality Assurance

- **Internal Moderation:** BBS participates in and lead **internal moderation meetings** where teacher professional judgment is checked against the benchmark threshold. We review a selection of student work to ensure consistent application of the "expected standard" across the department or key stage.
- **External Verification:** At BBS we prepare all necessary documentation and evidence (student portfolios, data samples) for any **external verification/inspection** processes, ensuring our internal grading and application of the benchmark is robust and justifiable according to the licensed curriculum's requirements.

8. Applying standard Invigilation protocols and a commitment to ensuring assessment integrity.

At BBS, we use the guidelines for invigilation in the [JCQ 'Instructions for Conducting Exams 2025'](#) publication. For training purposes, we run a live session each year for invigilators using the second section of our own '[BBS Invigilation Presentation](#)'.

2.4 Quality Assurance Mechanisms: At BBS we use a rigorous quality assurance process for internal assessments including regular reviews of assessment types, moderation of marking to ensure consistency and fairness, and calibration sessions to align their assessment practices with established standards and expectations to ensure validity and reliability. **See section 1.1 B. 3**



2.5 Data Use and Analysis: We systematically analyse, interpret, and triangulate both internal and external assessment data to inform instructional planning, refine teaching strategies, identify and address performance gaps (particularly discrepancies between internal and external assessments), allowing for the design and implementation of targeted interventions. The use of assessment data shall support continuous improvement in teaching practices and enhance overall student learning outcomes.

2.6 Academic Grades: Educators at BBS strive to ensure that final grade/marks solely reflect student achievement towards standards and learning outcomes. Components such as attendance, behaviour, attitude, participation/engagement, standardized benchmark assessment results, and other non-academic factors, shall be reported separately, in line with the *ADEK School Student Performance Reports Policy*.

2.7 Grading System Requirements: At BBS we have adopted a hybrid grading system following the requirements of the licensed curriculum.

1. As this policy describes we ensure that our grading system:
 - a. Is clearly defined, published, and communicated to all parents, students, and other relevant stakeholders.
 - b. Reflects the level of student achievement in relation to the licensed curriculum standards.
 - c. Allows for comparability of performance across subjects and grade levels.
2. Our grading systems includes:
 - a. Marking schemes or rubrics aligned to grade-level learning expectations of the licensed curriculum.
 - b. Guidance on the conversion of raw scores to grades, where applicable.
 - c. Grade descriptors with clear definitions.
3. Grade boundaries and/or benchmark thresholds, weighting of assessment components (e.g., formative vs. summative), and criteria for pass/fail decisions are established and reviewed annually in line with the licensed curriculum.

4. **Promotion and Retention:** At BBS we follow the promotion and retention requirements in line with the *ADEK School Student Administrative Affairs Policy*.

2.8 Reporting to eSIS: BBS teachers, HoDs, KSLs and section leaders ensure that the academic grades (see Section 2.6. Academic Grades) reported in the Enterprise Student Information System

(eSIS) are consistent, accurate, and aligned with the benchmark thresholds, in line with the *ADEK School Reporting Policy*.

3. External Assessments

3.1 Use of External Assessments: At BBS, we implement 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 are administered periodically and 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 organisation (e.g., ACT, AP, CBSE, EmSAT, IB DP/IB CP, GCSE/IGCSE, AS /A Level, SAT). These are high-stakes standardised 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: BBS registers all eligible students 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. BBS strives to encourage high-performing students to sit for the highest-level options for their board exams.
 - a. BBS communicates this recommendation to parents and engages with them to encourage students to choose this option.
 - b. BBS documents this communication, recommendation, and final decision taken by the student and their parents.



2. BBS recognises that it is permitted to charge parents the fees for board exams for which a student is registered (including an admin fee that covers the processing of documents).

3.3 Study Leaves: A BBS we are authorized to grant study leave for students to prepare for board/pre-collegiate examinations for a maximum of 4 weeks annually when approved by ADEK. Study leave days are marked on the Enterprise Student Information System (eSIS) as online attendance.

1. BBS remains open for learning during study leave and we ensure that adequate support is provided to students who are not taking leave.

3.4 Examination Leaves: BBS is authorised to grant examination leave for board and pre-collegiate examinations (when approved by ADEK) if the student is unable to undertake the examination on school premises.

3.5 ADEK-Mandated SBAs: BBS administers the ADEK-mandated SBAs as indicated in Table 3. Mandatory SBA by Curriculum (see appendix).

1. N/A

2.Non-Arabic/English Medium Schools: Schools like BBS where the language of instruction is another language (e.g., French, German, Japanese, Russian, and Spanish) administer an annual SBA appropriate to their language and curricula or their national exams, if available.

- a. Student performance on these assessments shall be reported to ADEK annually for tracking on eSIS and monitoring of progress.
- b. The chosen assessments by the school (whether SBAs or national exams) require ADEK approval.

3. Arabic Language Assessment: At BBS school as we are an non-MOE school with native Arabic speakers, we additionally administer a standardized assessment for Arabic.

- a. This assessment is administered to all students in years 4-10 who are native Arabic speakers.

4. ADEK External Assessment Guide Requirements: The External Assessment Guide provides additional guidance and specific requirements for the implementation of SBAs. Any requirements identified in the External Assessment Guide are an extension of this policy and schools shall ensure compliance to those requirements.

5. Student Participation: At BBS we register and administer the mandatory assessments to all students within the target grades as indicated in Table 3. Mandatory SBA by Curriculum.

- a. BBS is committed to explaining to parents the purpose of assessments utilized and how they will be used to inform their child's future learning.
- b. BBS is committed to following up with parents to ensure maximum participation in external assessments. Make-up sessions take place to cover any emergency leave.



c. At BBS we recognise that exemption of a student from external assessments requires ADEK approval.

6. Administration and Invigilation Protocol: BBS follows the assessment administration and invigilation protocols set by the specific external assessment provider and exam board.

7. Accommodations and Modifications: To enable the equitable participation of all students, BBS provides adjustments and accommodations for students 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*.

8. Training: BBS endeavours to ensure that staff at all levels are engaged in training on external assessment administration, analysis, and reporting. This training includes a focus on the use of student-level data to inform instruction and enable staff to support parents and students in understanding results.

9. Fund Sourcing: BBS accepts responsibility for all costs associated with the administration of any ADEK-mandated external assessments (SBAs). BBS recognises that it is not authorized to charge separate assessment fees to parents.

10. Unique Student Identifiers: BBS provides school and student eSIS numbers, to be used as unique student identifiers, to external assessment providers. This will facilitate ease of data integration in ADEK's systems for tracking trends over time.

11. Data Sharing Agreements/ Consents: All eligible student SBA data shall be shared with ADEK directly by external assessment providers, and BBS signs third-party data-sharing agreements/consents with the providers for this purpose.

12. Data Analysis and Utilization: BBS analyses assessment results, sets student, subject, and whole-school targets, and devises intervention strategies to close learning gaps and challenge high-performing students. We continually utilize assessment results to inform our curriculum design and teaching and learning practices.

13. Sharing Results with Students and Parents: BBS shares student internal and external assessment results and assessment reports along with school report cards, in line with the *ADEK Reporting Policy*. We strive to engage students and parents through direct communications, meetings, and training sessions in developing an understanding of assessment results and the next steps for learning.

14. Assessment Calendar: Each year submits all assessment details (e.g., coordinator details, testing days, grade levels involved etc.) and schedules to the School Assessment module of the ADEK Activity System at least one week before the start of their academic year. This submission shall include details of internal assessments, SBAs, board exams, national exams, and any other assessments required by ADEK and independently administered by the school.

3.6 International Assessments: Schools with English or Arabic as their language of instruction shall administer all international assessments required by ADEK (e.g., PISA, TIMSS, and PIRLS).



1. BBS adheres to all requirements issued by ADEK regarding the administration of international assessments.
2. BBS makes effort to analyse and review the international assessment school reports and utilizes recommendations for school improvement planning and target setting where possible.
3. BBS engages the whole school community in developing short- and long-term improvement strategies to meet their international assessment targets.

At BBS we have begun helping young people understand that they can identify and create opportunities for the development of fundamental human commonalities for themselves. This at first involves an awareness programme for students – learning to recognise and develop the attributes; next comes the awareness of teachers to be able to identify and create opportunities for attribute development and practice in classes and then awareness among parents to support the development at home. The development of these attributes serves to help young people to make wise decisions as learners for life, citizens of the future today, leaders, entrepreneurs and young people who can do their best at external assessments because they are not only switched on to learning but will also have a positive attitude to doing their best even when there is no apparent reward.

4. Accommodations and Modifications for Assessments

4.1 Accommodations and Modifications for Assessments: Students 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*.

1. BBS is committed to keeping records of the accommodations and modifications required by individual students and ensures that teachers and invigilators have access to these records.

Students with Additional Learning Needs (ALN) are provided with an Individual Education Plan (IEP) that outlines specific strategies, accommodations, and modifications required during assessment settings. These IEPs are reviewed and updated each term to ensure they remain aligned with the student’s current learning needs and required support and accommodations. Supporting documents such as diagnostic reports and medical records are kept on file to guide the accommodation provisions. Teachers and invigilators are granted access to these records to ensure consistent implementation of the required supports during all learning and assessments.

2. We strive to shall ensure that accommodations and modifications adhere to the regulations and guidelines stated by assessment providers to avoid unfair advantage.

Students with Additional Learning Needs (ALN) requiring pullout support during assessments are



accommodated by the Inclusion Teacher in each cycle. This allows them to benefit from flexible timing, a distraction-free environment, and the use of appropriate devices or resources while completing exams or assessments. Teachers are responsible for implementing accommodations in the classroom and during assessments with the guidance from the Inclusion Team. The Examination Officer oversees compliance in both internal and external assessment provider regulations.

3. When we consider that a student would benefit from accommodations and modifications, but the assessment provider states that these are subject to performance on standardized tests, we shall administer such tests in-house whenever possible. If the required tests are not understanding that this may impact the accommodations and modifications available to the student

5. Interventions

5.1 Designing and Implementing Interventions: BBS is committed to developing documented learning plans (DLPs) and implement interventions (processes and strategies) that enable the delivery of teaching and learning to maximize opportunities for all students, in line with the *ADEK Inclusion Policy* and the *ADEK Educational Risk Policy*.

1. At BBS, internal and external assessment results are analysed to develop tiered interventions that address all student needs and where appropriate, target different groups (e.g., gifted and talented, students at educational risk, and students with additional learning needs), or cater to individual needs.

In developing IEP and intervention goals, we consider benchmark assessment results, home sheets to monitor progress, and the findings or recommendations from diagnostic assessments of identified ALN students. Progress reports from any external therapy interventions are also reviewed to inform the level of support required and to prioritise IEP goals, which are reviewed and revised every term.

2. When planning and reviewing any individualized intervention, our teachers and inclusion team are committed to involving the student in the process and recognise that this is particularly important for students in cycles 2 and 3.

Students with ALN, particularly in Cycles 2 and 3, are actively involved in planning their individualized interventions. They are guided to identify learning goals by reflecting on specific areas of difficulty and allow them to share the support or strategies that work best for them. Their interests and challenges are also considered to identify strategies that support the successful achievement of these goals.

For the external exams, students with Additional Learning Needs (ALN) are prepared in advance by being informed of the scope and format of upcoming examinations to help measure and



support their capacity. They actively participate in the development of their Individual Education Plan (IEP), including the selection of subjects and the setting of goals that enhance their readiness for Board and external examinations.

3. Educators at BBS involve the relevant internal and external stakeholders (e.g., parents, teachers, relevant specialists) when planning interventions and when identifying appropriate external agencies where further specialist intervention.

Teachers are kept informed about each ALN student's current performance and the specific areas requiring focus in preparation for assessments. Parents actively participate in the development of the student's Individual Education Plan (IEP) and are regularly updated on their child's assessment scores. Collaboration with external providers, such as therapists or learning support specialists, is also maintained to ensure consistency and the generalisation of strategies in achieving the set goals.

4. At BBS, we allocate resources to support individuals and groups of students, verifying that teaching staff provide the necessary teaching and learning accommodations and manage allocated resources.

We are committed to the provision of professional development and coaching for the teachers to support differentiation strategies. Pullout rooms, supervised by Inclusion Teachers, and adapted assessment materials such as large-print papers, visual schedules, and assistive devices are provided to meet the individual needs of students.

6. Assessment Integrity

6.1 Combating Examination Misconduct: At BBS we follow the requirements of the Federal Decree Law No. (33) of 2023 Concerning Cheating and Breach of Examination Systems.

1. We strive to educate our students about the importance of not cheating and preserving academic honesty at all times.

2. We strive to ensure that the 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. At BBS, our exam invigilators are trained each year to carry out their duties professionally and to be able to identify potential cheating occurring and know how to take appropriate action.

4. Any of our young people found to commit examination misconduct will be subject to the penalties stipulated in the *ADEK Student Behaviour Policy*.

5. Anyone other than a student who commits examination misconduct as per Federal Decree Law No. (33) of 2023 Concerning Cheating and Breach of Examination Systems shall be subject



to the penalties stipulated therein.

6. At BBS, we make sure that any examination violations are logged and reported to ADEK.

7. Security

7.1 Security and Integrity of Assessment Resources and Data: Belvedere British School commits to ensuring 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 Sharing Data: It should be understood that, as with all schools, BBS is not authorized to share any student assessment data with third parties without the consent of parents and approval from ADEK.

8. Monitoring and Evaluation

8.1 Monitoring and Evaluation: Schools shall develop internal indicators to monitor and evaluate the effectiveness of their Assessment Policy. This exercise shall inform the biennial review of the policy.

9. Compliance

9.1 Date of effect: This policy shall be effective as of the start of the Academic Year 2024/2025 (Fall term). Our policy is always expected to be fully compliant with this policy by the start of the Academic Year 2025/2026 (Fall term).

9.2 Compliance: BBS complies with this Assessment Policy, which will be verified as part of the compliance process in addition to the requirements set by the assessment providers, exam boards, and inspection, accreditation, and/or authorization bodies. Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the ADEK's regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Law No. (31) of 2021 Concerning the Penal Code or any other relevant law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.

APPENDIX

Table 3. Mandatory SBA by Curriculum*

Curriculum	Sba Type	Mandatory Subjects	All Students in Target Grades
MoE	ACER – IBT	• Arabic • Mathematics (Arabic version) • Science (Arabic version)	• Grades 3 to 9
American	NWEA – MAP Growth	• English (Reading & Language Usage) • Mathematics • Science	• Grades 3 to 9
British	GL – PT series (PTE, PTM, PTS)	• English • Mathematics • Science	• Years 4 to 10
Indian	Ei – ASSET OR ACER – IBT	• English • Mathematics • Science	• Grades 3 to 9
International Baccalaureate Chosen SBA is subject to ADEK approval	NWEA – MAP Growth OR GL – PT series (PTE, PTM, PTS) OR ACER-IBT	• English (Reading & Language Usage) • Mathematics • Science • GL – PT series (PTE, PTM, PTS) • English • Mathematics • Science	• Grades 3 to 9 • Years 4 to 10



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SABIS Chosen SBA is subject to ADEK approval	NWEA – MAP Growth OR GL – PT series (PTE, PTM, PTS) OR ACER-IBT	- English (Reading & Language Usage) - Mathematics - Science - GL – PT series (PTE, PTM, PTS) - English - Mathematics - Science	- Grades 3 to 9 - Years 4 to 10
Other English Medium Schools	NWEA – MAP Growth	English (Reading & Language Usage)	- Grades 3 to 9 - Grades 3 to 9

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(Bangladeshi, Canadian, Pakistani, Philippine, etc.)	OR GL – PT series (PTE, PTM, PTS) OR Ei – ASSET OR ACER – IBT	- Mathematics - Science - GL – PT series (PTE, PTM, PTS) - English - Mathematics - Science	
Non Arabic/English Medium Schools	SBAs appropriate to their language of instruction OR Ministry of Education (or Other National Authority for Education) Exams	- English - Mathematics - Science** **Exams may cover multiple subjects but only performance on the above subjects are required to be reported to ADEK, if available	Grades 3 to 9 (if available)



*All schools, regardless of curriculum, shall administer standardized assessments in Arabic of their choice to Native Arabic-speaking students in years 4-10 (if available) as per Section 3.5.3.

References

- Federal Decree Law No. (18) of 2020 Concerning Private Education.
- Federal Decree Law No. (31) of 2021 Concerning the Penal Code.
- Federal Decree Law No. (45) of 2021 Concerning the Protection of Personal Data.
- Federal Decree Law. (33) of 2023 Concerning Cheating and Breach of Examination Systems.
- Organising Regulations of Private Schools in the Emirate of Abu Dhabi: The Chairman of the Executive Council Resolution No. (26) of 2013.
- United Arab Emirates School Inspection Framework 2015-2016.

Publication

2024 (January) ADEK_School_Assessment Policy_v.1.0

Department of Education and Knowledge, Abu Dhabi (ADEK)

This policy replaces Policy 42 (External Performance Assessment Tests) and Policy 43 (School Tests) in the Private School Policy and Guidance Manual 2014-2015.

This policy applies to Charter Schools. However, any circular issued prior to this policy or issued specifically for Charter Schools thereafter supersedes the requirements of this policy.

Primary Framework:

Foundation Stage 2 (FS2)

In FS2, learners are assessed using the British Curriculum Early Years Foundation Stage (EYFS) Tracker.

- The tracker monitors progress across all seven areas of learning, including both Prime Areas (Communication and Language, Physical Development, and Personal, Social & Emotional Development) and Specific Areas (Literacy, Mathematics, Understanding the World, and Expressive Arts & Design).
- Assessment is continuous and based on teacher observations, learning journals, work samples, and child-initiated activities.
- Learners are assessed against developmental milestones, with progress recorded as emerging, expected, or exceeding in line with the EYFS framework.
- The purpose of assessment in FS2 is to ensure that each learner's development is tracked accurately and that timely interventions are provided where needed.

Years 1 to 6

Continuous Assessment

In Years 1 to 6, we follow a structured assessment model that promotes consistency, variety, and balance across the curriculum.

- For core subjects (English, Mathematics, Science): learners complete five continuous assessments throughout the academic term.
- For non-core subjects (Humanities, ICT, Art, PE, Moral Education, etc.): learners complete three continuous assessments per academic term.

These assessments are designed to capture a broad range of skills and knowledge and may take the form of:

- Written quizzes
- Google Forms
- Kahoot assessments
- Projects or research tasks
- Presentations or oral assessments

Teachers ensure that assessment methods are age-appropriate, engaging, and aligned with the learning objectives set out in the medium- and short-term planning. Each assessment contributes to the overall picture of learner progress and attainment across the term.

Formal Assessments

At the end of each term, learners in Years 1 to 6 sit formal examinations for core subjects and some non-core. These assessments are designed to:



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- Evaluate overall understanding and mastery of key concepts taught during the term.
- Provide standardised data to support end-of-term and end-of-year reporting.
- Prepare learners for increasing rigour and structure as they progress through the primary phase and into secondary.

Formal exams are scheduled during Assessment Week, and all papers are moderated internally to ensure consistency and fairness across year groups.

Use of Assessment Data

Assessment outcomes are used to:

- Track progress against age-related expectations.
- Identify gaps in learning and plan targeted interventions.
- Inform teaching and curriculum planning.
- Report progress to parents.

Assessment data is reviewed regularly through data meetings, pupil progress discussions, and subject leader reviews to ensure every learner is making sustained progress throughout the year.

Secondary Framework:

Years 7 to 9 (Key Stage 3)

Continuous Assessment

In line with our whole-school approach:

- Core subjects (English, Mathematics, Science) will include five continuous assessments per academic term.
- Non-core subjects (Humanities, ICT, Art, PE, Moral Education, Social Studies, etc.) will include three continuous assessments per academic term.

These assessments take various engaging formats that enable learners to demonstrate understanding in different ways, such as:

- Short written quizzes or tests
- Google Form or Kahoot interactive assessments
- Project-based learning tasks
- Oral presentations or debates
- Group activities and research projects

Each assessment measures learner progress against Pearson Progression Steps, ensuring that



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progress is consistent with expected standards for each Key Stage.

Formal Assessments

Each term concludes with a formal assessment week. Learners complete structured written assessments under timed conditions to evaluate understanding of that term's key learning objectives.

These summative assessments:

- Provide clear attainment data to support termly reports.
- Develop learners' exam technique, time management, and resilience.
- Prepare them for Pearson Edexcel IGCSE examinations in Key Stage 4 and A level exams in KS5.

Years 10 and 11 (Key Stage 4 – Pearson Edexcel IGCSE/GCSE)

At Key Stage 4, assessments directly align with Pearson Edexcel IGCSE course requirements.

Continuous Assessment

- Learners complete five continuous assessments for each core subject and three for each non-core subject per term.
- These include a combination of:
 - Past paper questions and exam-style assessments
 - Extended responses and analytical essays
 - Practical experiments or investigations (for Science and ICT)
 - Research projects and presentations

Continuous assessments enable teachers to track performance against Pearson's grade boundaries and provide personalised feedback.

Formal Assessments and Mock Examinations

At the end of each term, formal examinations are held. In Year 11, learners sit mock examinations which replicate Pearson Edexcel final papers in structure, timing, and level of difficulty.

Mock exams serve as a vital diagnostic tool, enabling teachers to refine instruction and learners to identify areas requiring further revision.



External Examinations

At the end of Year 11, learners sit Pearson Edexcel IGCSE examinations in their registered subjects. These externally marked examinations determine final grades and ensure global comparability of achievement.

Results from these qualifications form the foundation for A Level subject selection at Key Stage 5.

Years 12 and 13 (Key Stage 5 – Pearson Edexcel AS and A Levels)

The assessment model at this stage emphasises depth of understanding, independent study, and readiness for university-level learning.

Continuous Assessment

Learners complete five continuous assessments per subject each term. These assessments mirror Pearson's A Level structure and may include:

- Essay-style responses and data analysis tasks
- Research-based projects or investigations
- Presentation of findings and peer review tasks
- Timed written practice papers based on past Pearson Edexcel exam questions

Each assessment contributes to the learner's academic profile and helps teachers provide targeted feedback.

Formal Assessments and Mock Examinations

Formal assessments take place at the end of each term. These evaluate cumulative knowledge and exam readiness.

In Year 12, learners sit AS Level mock examinations. In Year 13, learners complete A Level mock examinations, replicating final Pearson Edexcel conditions. These assessments allow learners to practise under formal exam pressure, supporting confidence and performance.

External Examinations

At the end of Year 12 and Year 13, learners sit official Pearson Edexcel AS and A Level examinations.



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- These are externally moderated and internationally recognised.
- Final results determine university admission eligibility and career pathways.

Appendix 1: The Assessment Process

Process summary

Assessment process summary	1. Teachers identify what learners need to learn	2. Teachers organise that learning and identify how they are going to teach	3. Teachers explain and provide experience of how learners will be assessed (criteria, rubrics explained; formative assessment given)
	7. Marking of assessments (in some cases checking of that marking by others)	6. 'Mark schemes' are created (for teachers to know how to mark the paper)	5. Summative assessments are created, moderated and standardised
	8. Analysis and interpretation of marks is made.	9. Communication of the results of the assessment communicated with learners	4. Assessments are practiced (formative assessment & mock exams, etc.)
	15. Feedback to teachers/HoDs, KSLs, etc.	10. Review of assessment with learners: Feedback and discussion of what was learnt (if possible)	11. Learners discuss results with parents/parents of learners with poor grades informed
	14. Review of grades and reports	13. Publishing of grades/reports	12. Entering of data to electronic systems

Appendix 2: Grade Descriptors

FS2 Grade Descriptors

Grade	Descriptor	Definition (Policy Language)
Exceeding Expectations	EX	The student demonstrates mastery of the learning objectives. They apply knowledge and skills with accuracy, independence, and flexibility in familiar and unfamiliar contexts. Work shows deep conceptual understanding, reasoning, and the ability to justify and evaluate.
Meeting Expectations	ME	The student demonstrates secure and consistent understanding of the learning objectives. They can apply knowledge and skills with reasonable accuracy and solve problems in familiar contexts. Some minor errors may be present, but overall understanding is sound.
Working Towards Expectations	WT	The student demonstrates partial or developing understanding of the learning objectives. They require support or scaffolding to apply knowledge and skills. Errors, misconceptions or gaps are evident. Further consolidation is required.
Cause for Concern	CC	The student has significant gaps in foundational knowledge and skills and cannot demonstrate understanding independently. Immediate support, intervention, and targeted instruction are required.

Year1 - Year 9 Grade Descriptors

% Score	Descriptor	Meaning / Standard
90–100%	Exceeding Expectations (EX)	Demonstrates deep understanding; applies knowledge and skills independently in familiar & unfamiliar contexts; high accuracy.
75–89%	Meeting Expectations (ME)	Secure and consistent understanding; can apply skills accurately in familiar contexts; minor errors only.
60–74%	Approaching Expectations (AE)	Developing understanding; skills applied inconsistently; needs reinforcement and guided practice.
50–59%	Working Towards (WT)	Partial grasp of concepts; frequent errors; requires adult/teacher support to complete tasks.
30–49%	Cause for Concern (CC)	Significant gaps in knowledge; unable to apply understanding independently; intervention required.
0–29%	Cause for Serious Concern (CSC)	Very limited understanding: immediate, structured intervention required; may indicate learning needs review.



IGCSE-Aligned Grade Descriptors (Grades 9–U)

Grade	Descriptor (Policy Definition)
9	Demonstrates exceptional mastery of the subject. Shows high-level analytical, evaluative, and problem-solving skills with consistent accuracy, independence, and originality. Able to apply learning flexibly in unfamiliar and complex contexts.
8	Demonstrates excellent understanding. Applies knowledge and skills accurately and independently in a wide range of situations. Shows strong reasoning and explanation, with only minor errors in extended or complex tasks.
7	Demonstrates secure and well-developed understanding of concepts and skills. Can apply knowledge accurately in familiar contexts and generally effectively in unfamiliar ones. Reasoning is logical and mostly well supported.
6	Demonstrates sound and consistent understanding. Can apply knowledge in familiar contexts with accuracy. Some errors may be present in less familiar or multi-step problems, but overall competence is clear.
5	Demonstrates reasonable and generally secure understanding, though with some gaps. Can solve routine problems and recall key knowledge but may struggle with abstract or extended reasoning.
4	Demonstrates basic but functional understanding of key concepts. Can complete straightforward tasks but requires guidance and scaffolding for multi-step, abstract, or unfamiliar applications.
3	Demonstrates limited understanding. Can recall some facts but struggles to apply them accurately. Frequent errors and misconceptions are present. Significant additional support is required.
2	Demonstrates very limited understanding and has difficulty applying knowledge independently. Responses may be incomplete or contain persistent inaccuracies. Targeted intervention required.
1	Demonstrates minimal awareness of concepts. Responses show little understandable application. Performance indicates foundational gaps requiring structured remediation.
U (Ungraded)	The student has not met the minimum standard required to be awarded a grade. Understanding and application of the assessed content are insufficient. Intensive support and targeted intervention planning are required.



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A Level (KS5) Grade Descriptors (A*–U)

Grade	Descriptor (Policy Definition)
A*	Demonstrates exceptional depth of understanding and high-level analytical and evaluative thinking. Consistently applies knowledge and skills with precision, independence, and sophistication, including in unfamiliar and complex contexts. Written and verbal communication is coherent, fluent, and conceptually strong. Demonstrates secure, confident, and well-structured understanding of concepts.
A	Can analyse, apply, and evaluate information accurately and effectively across a range of contexts. Shows strong reasoning and communicates ideas clearly and logically. Minor errors do not detract from overall quality.
B	Demonstrates good understanding and generally accurate application of skills in familiar contexts. Reasoning is clear though may lack depth in unfamiliar situations. Some evaluative comments are present but may not be sustained or fully justified.
C	Demonstrates adequate understanding of core concepts and can apply knowledge in familiar contexts. Responses may lack precision, depth, or consistency. Limited analysis and evaluation. Some inaccuracies or misconceptions may be present, but key ideas are understood.
D	Demonstrates basic or developing understanding of concepts. Application of knowledge may be inconsistent or require teacher support. Responses lack detail and often include misunderstandings. Limited ability to reason, justify, or evaluate.
E	Demonstrates minimal understanding of essential concepts. Responses are frequently incomplete or inaccurate. Struggles to apply knowledge without significant guidance. Performance indicates that key course outcomes are not yet secure.
U (Ungraded)	The student has not demonstrated sufficient understanding to meet the minimum standard required for an A Level grade. Fundamental knowledge and skills are missing. Significant intervention and structured academic support are required.

The Assessment Process – from Policy to Published Grades

Overall

Policy determines the ways continuous and end-of-term assessments are conducted and the weighting of each in final grade determination. For BBS in AY2025-26, the weighting of assessments will be:

Year Levels	Continuous / End of Term ratio	Notes
EYFS2/Y1	100% Continuous assessment	Descriptive assessment against the primary criteria framework
Y2	90% / 10%	weighting of 90% framework and 10% based on class 'test' style assessments.
Y3 – Y6	70%/30%	with 30% based on final exams
Y7-Y9	50/50%	50:50 continuous/ end-of-term assessment.
Y10-Y13	30%/70%	with 70% based on exams

HoDs familiarise teachers with the assessment policy and any departmental considerations. Teachers familiar themselves with the process written here.

Continuous Assessment

- Teachers identify the timing of assessments in their planning and inform students both verbally and on Google Classroom or Class Dojo
- Teachers create a continuous assessment based on the content that has been covered in the lessons
- The assessments can be written exams, projects, presentations, quizzes, essays or lab reports (depending on the year group and topic).
- KS1, KS2 and KS3 have a range of these assessments throughout a term
- KS4 and KS5 assessments are all written using past exam questions to prepare them for the final external Pearson Edexcel exam
- All assessments are created with a mark scheme and/or criteria/rubrics
- Written assessments use the front cover as shared by the Exams Officer which show the year group, subject, date of assessment, topic name, total number of marks, space for percentage to be calculated, objectives being assessed, feedback on the performance and next steps
- Assessments are then passed to the Head of Department for checking. They check the formatting, number of marks is correct, question numbers are in order, content



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matches the objectives on the front cover, any formula sheets are attached and also review the questions to make sure the exam is not too easy or difficult and is equivalent to external benchmarks or exams. Once they approve it, it is saved as a PDF file and sent on to the HOP/VP and the teacher is copied into the email.

- HOP (for Primary) or VP (for Secondary) will then review the assessments covering the same points as the HOD as a final check. They will reply to the HOD and teacher email confirming the approval
- Once the assessment is approved, it is sent to Repro to be printed. The teachers collect the exams from Repro and store them in a secure location until the day of the examination. If the same examination is being used across more than one class (e.g. 7A, 7B and 7C) they are scheduled to occur within 24 hours of each other to minimise any sharing of answers.
- On the day of the assessment, teachers follow a strict process where students sit the paper under exam conditions (silence, no interaction, individual tables where possible and the teacher monitoring the students throughout)
- If it is a project or presentation, this is not done in silence as it is not possible however teachers will monitor student participation and efforts to ensure that they are assigned the grade on the rubric that best matches their efforts
- When the assessment is completed, the teacher collects the papers and then marks them using the rubric/mark scheme. If there are different teachers marking the same paper then they will discuss any issues or additional answers or methods that should be accepted in the mark scheme.
- All the marks are counted and then converted into percentages. Teachers then complete the front sheet with the marks, percentage, indicate their feedback and highlight the next steps
- After the assessments are marked, the teachers will return the papers to the students and review them with the students in the class. Students will also count up the marks and confirm that they are all correct.
- Marks are then entered into the Homesheet for the class and the averages are added to the Term Planning document.
- Teachers then complete data analysis on each continuous assessment and this is checked by HOD/HOP/VP on a regular basis

End of Term Assessments

- Teachers create assessments (collaboratively where possible) and assessments are reviewed by the HoD/Section leader
- Assessment range of content, timing, tips, shared with students
- The teacher runs end-of-term assessments, marks them and gives feedback to

students where possible (where a holiday immediately follows, feedback using the completed assessments is done at the start of the next term).

- Teachers collaboratively recheck marking and grade summation for each other to ensure accuracy in exam paper grading.
- Checked grades are collected and entered in the teacher's mark sheet and analysed by the teacher/HoD/Section leader.

Final Grades

- Final combined grades – continuous assessment and end-of-term assessments are combined on teacher grade sheets and iSAMS
- Final grades are entered onto the grade sheet overview for each year level.
- Grade sheets are checked and signed by HoDs and section leaders
- Grade sheets are checked and signed by the Principal
- Grades from grade sheets are entered into eSIS
- Grades from grade sheets are published from eSIS to Rayya automatically.

APPENDIX 3

External Exams

- **Registration**
- Registration process for external examinations commences approximately 4 weeks before the deadline (after which late fees will apply)
- There are 3 exam sessions per year - for IAL there are examinations in October, January and Summer. For IGCSE there are examinations in November and Summer only
- Students will be provided with a form upon which they will select their chosen units and this is signed by both students and parents - there will be a short deadline that students must adhere to
- Forms are returned, collated, and checked by teachers to ensure correct units have been selected
- Collated form is shared with Finance (Ms Sajeda) who will then draw up invoices and a deadline is provided, after which date late fees will apply
- Only once all fees have been paid will entries be made - internal deadline will be in advance of the official deadline
- Once entries are made, statements of entry to be shared with students to confirm



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correct names/dates of birth and correct units

- Any corrections or amendments to be made prior to the final external deadline
- **Receiving exams**
- Exams are received several weeks before the exams commence - these are received by courier with reception
- Exams are passed to Exams Officer and these are taken to the secure storage where they are then checked, with an additional person, and the documentation is signed and kept in the safe secure room
- Once the exams have been checked they are then stored in the safe within the safe storage room along with attendance registers
- Secure storage room has three levels of security - the door to the storage room, the key safe and then the final safe (as per JCQ guidelines)
- **Exam protocol - before the exam**
- Rooms are allocated with space to allow 1.5m between candidates
- Each room will be provided with a wall clock, and the ability to project a clock onto the whiteboard for clearer view (www.timeanddate.com is recommended)
- Rooms should be adequately lit and the air conditioning should be functioning
- All display boards should be covered or cleared
- Seating plans for each room should be created - and shared with Pearson if required
- Any additional materials should be downloaded and printed - for example data booklets for Chemistry and formulae sheets for Mathematics
- JCQ warning posters should be printed and placed both inside and outside each exam room being used
- Prior to the exam students will be notified of exam procedures and reminded of expectations (bringing statements of entry and ID to all examinations) and email reminders may be additionally given the day/days before exams
- **Exam protocol - day of the exam**
- The board will have the following information written clearly for all students to see: Centre name, centre number, date, session, exam name, exam code, start time, end time, exam duration
- A clock should be clearly displayed for all students to see at the front of the exam room
- Students should be on site 45 minutes prior to the start of the exam - for any exams that take place outside of the school day (during mid-term break, public



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holidays or after the school day e.g. Friday PM exams or non-regional papers)

students should sign in and out with reception to log attendance

- Exams will be removed from the safe secure room approximately 30 minutes before the exam and will remain with the exams officer/invigilator. Papers must not be left unattended at any point
- Any other additional materials that are required for the exam will be collated along with the papers (Formulae sheet for Mathematics exams and Data Booklets for Chemistry exams)
- Students will be brought into the examination room approximately 15-20 minutes before the exam start time and will sit according to the seating plan - this time allows for calculator and equipment checks to be made
- If calculators are permitted they must be checked to ensure that nothing is stored in the memory and cleared as required
- Students will have the instructions given as per the JCQ guidelines (the script is provided)
- Papers will be opened and shared with students as per JCQ protocol
- Students will complete the front of the exam, with their name, candidate number and centre number - this must be done in black ink and only when instructed to do so
- There will be at least 1 invigilator per exam (as per JCQ guidelines) - additional invigilators will be planned for as per the number of students in the examination room
- Invigilator will complete the attendance register - the sticker will be placed onto the envelope and the top copy will be sent with the exams - the green copy is kept for internal records
- AM session exams will start as per JCQ guidelines (GMT +3 for Summer session and GMT +4 for Winter session). Any non-regional papers must take place at the same time as the UK (AM exams start in the PM session and any PM exams will take place outside of school hours)
- **Exam protocol - during the exam**
- Invigilators will circulate the room, observing and monitoring students. No mobile phone use is permitted nor are any other digital devices.
- Invigilators should have a mobile phone in case of emergency, and this should be on silent
- Any incidents should be logged accordingly using the relevant paperwork
- Students will be reminded 15 minutes and 5 minutes before the end of the exam, but there should be no further interruptions or interactions from the invigilator



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- Students are not permitted to leave during the first 30 minutes or last 30 minutes, so any washroom breaks are only permitted during the middle part of the exam
- If students complete the exam early they are not permitted to leave
- **Exam protocol - ending the exam**
- At the end of the exam the students remain under exam conditions until the exams are collected, checked and sealed in the delivery envelope
- Papers are collected and must be placed in the envelope in the register order along with the top copy of the attendance register
- The envelope is then sealed and at this point students are dismissed from the exam room
- The sealed exams are returned to the safe in the safe storage area along with any spare papers - these cannot be shared with staff until 24 hours after the end of the exam
- Exams will be collected and sent by courier to the UK once/twice a week (depending on the frequency of examinations)
- For any exams that take place outside of school hours, the invigilating staff should remain on-site supervising students until all students have safely been collected and left the premises
- **Exam protocol - time-shifted exams**
- There may be occasions whereby exams are scheduled at the same time - for this purpose we have the right to 'time-shift' an exam from the AM session to the PM session
- This does not require specific written consent from the examination board
- Any students affected will be notified and will be supervised throughout the day with no access to any digital devices - for example, if an exam is shifted from the AM to the PM, they will be supervised during the morning until the new start time
- All students must be on site throughout the duration of any time-shift to allow full supervision and must have no access to the internet to ensure integrity of the exam
- **Exam protocol - results**
- Exam results are sent to centres prior to the official results day and must remain sealed until 24 hours before results are released to students
- Limited staff will have access to these results on the Wednesday before being released to students on Thursday



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- Results must remain embargoed until Thursday
- Results will be released to students via three routes - they will be available to collect directly from the school from 9am, available online via Results Plus from 12pm, or they can be emailed directly to students after 12pm (if a student is unable to access their Results Plus account)
- Results Plus login details will be shared prior to results day for students to access their results
- **Exam protocol - resits**
 - Students may choose to undertake resits however the deadline for this can be relatively short - students need to inform Exams Officer and their Key Stage Lead if they choose to repeat any exam
 - As with other exams these choices will be collated and shared with Finance and the previous protocol adhered to
 - Students are eligible to take as many resits as they choose - however the examination board will only accept the highest of their last two attempts when creating their final grade

Pre-Examination Paper Checking Process

To ensure the highest level of quality, accuracy, and consistency across all examination papers, the following process is implemented prior to any exams being printed and administered to students.

1. Exam Creation

- Examination papers are created by teachers in line with the standards and guidelines set by the Examinations Officer.
- All exams must follow uniform formatting, including:
 - Standardised front sheets
 - Consistent mark allocations
 - Approved timings and layout
 - Clear instructions and question numbering

2. First Review by Heads of Department (HODs)

- Once the exam papers have been created, they are first submitted to the respective HODs for checking.

- The HODs review for:
 - Alignment with the curriculum standards and learning objectives
 - Appropriate difficulty level and coverage of content
 - Clear mark allocation and correct answer key
-

3. Submission to Examinations Officer

- After the HOD check, the papers are sent to the Examinations Officer (Mr. Jay) for further review.
- The Examinations Officer checks:
 - Formatting consistency across all subjects
 - Timing suitability
 - Clarity and layout of the paper

4. Final Checking Stage

- Once exams pass the first two checkpoints, they are then reviewed by:
 - Mr. Jay – Head of Examinations
 - Mr. Jason – Head of Primary
 - Ms. Wejdan – Head of Secondary

Together, they review all papers for final verification.

- Any errors, inconsistencies, or amendments are logged on a shared spreadsheet.
- Teachers are then given a deadline to make the required corrections and re-submit the amended papers for final approval.

5. Approval and Printing

- Once all checks have been completed and papers have been verified as accurate, they are approved for printing and secure storage until the scheduled examination date.

End of Term Examination Mark Check Process

The purpose of this process is to ensure accuracy, consistency, and accountability in the marking, recording, and reporting of examination results across the school. This procedure applies to all teachers and academic staff involved in the examination and data management process.

1. Marking and Initial Data Entry



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- Once examinations have been written, teachers are given 48 hours to complete the marking of their subject papers.
- Upon completion of marking, teachers must:
 - Accurately enter all marks onto their home sheets.
 - Conduct a brief data analysis to identify trends, strengths, and areas for improvement in student performance.
- All marked papers must then be submitted and signed off to the Examinations Office (Mr. Jay, Head of Examinations).

2. Cross-Checking Process

Once all exams for the term have been marked and submitted, the papers undergo a cross-checking process designed to ensure the highest level of accuracy and this is done over two days. Teachers are divided into three cross-checking groups, each supervised by a designated Room Lead:

- Room 1: Mr. Jay – *Head of Examinations*
- Room 2: Mr. Jason – *Head of Primary*
- Room 3: Dr. Ahmed – *Vice Principal*

The two day cross-checking procedure includes:

Day 1:

- Verifying that the marks awarded on each paper correspond exactly with the total marks recorded on the exam front sheet and envelope.
- Ensuring that all calculations have been checked and that the final mark is accurate.
- In the event of any discrepancies or counting errors, the Room Lead will:
 - Review the specific paper.
 - Verify the correct mark.
 - Sign off on the correction.

All identified errors are recorded and tracked on a shared Excel tracking sheet. Teachers must then confirm in writing that all corrections have been updated on their home sheets.

Day 2:

After the initial cross-checking has been completed and verified:

- Teachers are paired together to perform a peer verification process.
- The purpose of this step is to ensure that:



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- The marks on the exam envelopes match the marks recorded on the home sheets.
- Any previous errors noted during cross-checking have been fully rectified.
- Once both partners have confirmed accuracy, they sign off on the verification sheet.

4. Data Entry onto ISAMS

- Following the peer verification, teachers must enter the verified marks from their home sheets onto ISAMS.
- During this entry stage, the teacher's assigned partner double-checks that the ISAMS entries correspond accurately to the home sheet data.
- Once completed, both teachers sign off on the ISAMS entry confirmation form.

5. Final Review and Authorisation

- After all marks have been entered into ISAMS, Ms. Cheska (Reception) prints the mark lists for final verification.
- The printed lists are then reviewed by:
 - Dr. Ahmed – Vice Principal
 - Mr. Jason – Head of Primary
 - Ms. Wejdan – Head of Secondary
 - Mr. Robert - Principal

During this stage, the senior team checks for any irregularities or discrepancies, ensuring all data appears consistent and reasonable across subjects and year groups.

Once the final review is complete and any required amendments have been confirmed, Mr. Robert, Dr. Ahmed, Mr. Jason, and Ms. Wejdan provide final sign-off.

6. Submission to ESIS

- After final authorisation, Ms. Cheska and Ms. MARIAM are given official approval to enter the finalised marks into the ESIS system.
- Once submitted, the marks are considered final and official.

7. Summary of Accountability

Stage	Responsible Person(s)	Verification/Sign-Off
Marking & Home Sheet Entry	Class/Subject Teacher	Teacher
Submission of Exams	Teacher → Mr. Jay	Mr. Jay
Cross-Checking	Teachers (grouped)	Room Leads (Mr. Jay, Mr. Jason, Dr. Ahmed)



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Peer Verification	Teacher Pairs	Both Teachers
ISAMS Entry	Teacher	Partner Teacher
Final Review	Dr. Ahmed, Mr. Jason, Ms. Wejdan	Senior Team Sign-Off
ESIS Entry	Ms. Cheska, Ms. MARIAM	Final Approval from Senior Team

Review and Approval

Review Date: June 2026

Next Review Date: June 2027

Approved by:

Principal

BBS Board of Governors

School Stamp