

Assessment and Reporting Policy

Vision: Grow - Flourish - Achieve

Mission: Growing Flourishing Achievers through an innovative and sustainable learning environment that fosters academic excellence with holistic development.

1. Purpose of the Policy

This policy establishes GFA's comprehensive assessment framework in full alignment with ADEK School Assessment Policy. It ensures that:

- Assessment practices accurately measure student attainment, progress, skill development, and learning readiness.
- Internal and external assessment data are systematically analysed to improve teaching, curriculum planning, and student achievement.
- Assessment information is consistently shared with students, parents, and stakeholders.
- Academic integrity, equity, fairness, and inclusivity are embedded across all assessment processes.

2. Scope

This policy applies to all staff and all students from FS1 to Year 9 at GEMS Founders School – Masdar City.

3. Assessment Framework

GFA implements a clearly defined assessment framework that includes:

3.1 Types and Structure of Assessment

- Diagnostic, cognitive, screening, placement, baseline (September/October)
- Ongoing formative assessment
- Summative assessment (end of unit, mid-term, end-of-year)
- Standardised Benchmark Assessments (SBAs) as mandated by ADEK
- International assessments (PISA, TIMSS, PIRLS)

3.2 Moderation & Standardisation

The school ensures:

- Consistent and fair grading through scheduled moderation across all subjects
- Collaborative review of student work using shared rubrics
- Retention of moderated samples in subject portfolios
- Documentation of moderation outcomes and actions

3.3 Measures of Attainment and Progress

- Attainment is measured against National Curriculum for England and the Ministry of Educations' curriculum expectations.
- Progress is tracked from baseline through internal assessments and GL results.
- Benchmark thresholds aligned with ADEK expectations are used to validate internal judgements.

3.4 Grading Guidelines

- Standards-based grading aligned to curriculum expectations
- Clear grade bands, descriptors, and conversion thresholds
- Non-academic factors (attitude to learning, attendance, punctuality and participation in activities beyond the classroom) are reported separately
- Grade boundaries reviewed annually

3.5 Feedback & Reporting

- Timely, constructive feedback aligned with learning objectives
- Student self-assessment and peer assessment using success criteria
- Regular reporting to parents through:
 - Termly reports
 - Weekly parent drop-in
 - Academic Review Days
 - Continuous communication channels

3.6 Reporting Language

<i>FS1 and FS2</i>	Working Below Curriculum Expectations		Working At Curriculum Expectations	Working Above Curriculum Expectations
	Working Towards (WTO)	Working Towards + (WTO+)	Working At (WAT)	Working Above (WAB)
	The student is working below curriculum expectations.	The student is working slightly below curriculum expectations.	The student is working securely at the age group expectations and is on track to meet the end of year outcomes.	The student has mastered the age group expectations and is developing depth in learning.

<i>Year 1 – 9</i>	Working Towards (WTO)	Working Towards + (WTO+)	Working At (WAT)	Working At+ (WAT)+	Working Above (WAB)	Working Above+ (WAB+)
	The student is working below curriculum expectations.	The student is working slightly below curriculum expectations.	The student is working in line with curriculum expectations.	The student is working in line with curriculum expectations and at greater depth.	The student is working above curriculum expectations.	The student is working significantly above curriculum expectations.

4. Internal Assessments

4.1 Formative Assessment Requirements

Teachers:

- Share learning outcomes with students
- Use varied and differentiated assessment strategies (questioning, observations, digital quizzes, dialogue, observations, peer/self-assessment)
- Provide ongoing feedback enabling students to reflect and improve
- Use assessment data to plan lessons, adjust teaching, and implement interventions
- Ensure accommodations for students with additional learning needs and multilingual learners (in line with the Inclusion and Multi-lingual Policies.)

4.2 Summative Assessment Requirements

Summative assessments:

- Use reliable, valid questions aligned with Curriculum standards
- Include varied question types promoting higher-order thinking
- Follow documented school rubrics and marking schemes
- Undergo moderation to ensure fairness
- Be administered with full academic integrity procedures

4.3 Quality Assurance of Internal Assessments

GFA implements:

- Annual assessment audits
- Lesson observation and book scrutiny cycles tied to assessment use
- Collaboration sessions across year groups and departments
- Systematic analysis of gaps between internal and external assessments

5. External Assessments

5.1 Required Assessments (British Curriculum)

GFA administers the following Standardised Benchmark Assessments (SBAs):

Assessment	Year Groups	Timing
GL Progress Tests (PTE, PTM, PTS)	Years 3–10	May–June
CAT4	Years 3, 5, 7, 9 & new students	September

5.2 Other External Assessments

Assessment	Year Groups	Timing
GL NGRT	Years 2–9	Three times a year
GL PASS	Year 2-9	Twice yearly

5.3 International Assessments

GFA participates in:

- PISA
- TIMSS
- PIRLS

The school ensures:

- Staff training on testing protocols
- Preparation aligned to frameworks (e.g., critical thinking, reasoning, problem solving)
- Community engagement to support assessment culture

6. Accommodations and Modifications

In alignment with the Inclusion Policy:

- Students requiring additional support receive accommodations that reflect their “normal way of working”
- Records of accommodations are kept in student files and shared with staff
- Adjustments follow test-provider rules to avoid unfair advantage
- Parents are informed of eligibility processes

7. Assessment Integrity

GFA complies with Federal Decree Law No. 33 of 2023 on cheating and examination violations.

The school ensures:

- Secure exam environments
- Clearly defined invigilation procedures
- Staff training to detect and manage misconduct
- Documentation and reporting of exam breaches to ADEK

8. Security of Assessment Data

In accordance with Federal Law No. 45 of 2021 (Personal Data Protection):

- All assessment data is handled securely and confidentially
- Student data is not shared with third parties without parent consent and ADEK approval
- Only approved digital platforms are used
- Assessment materials are stored securely

9. Data Analysis and Use

GFA systematically analyses:

- Internal assessment outcomes
- GL/SBA results
- International assessment feedback
- Class-, group-, and individual-level performance trends

Data is used to:

- Inform lesson planning
- Adapt curriculum sequences
- Identify students needing support or enrichment
- Set measurable school-wide, subject-level, and student-level targets

10. Reporting to Parents and Stakeholders

The school provides:

- Termly academic and pastoral reports
- Achievement and progress indicators aligned to curriculum standards
- Attitude to Learning (ATL) indicators
- Annual end-of-year reports summarising attainment, progress, and next steps

Grades reported to ADEK eSIS comply with all formatting and accuracy requirements.

11. Assessment Calendar

In compliance with ADEK requirements:

- An annual Assessment Calendar is submitted to the ADEK Activity System
- Includes SBA testing windows, internal assessments, parent meetings, and board examination schedules (where applicable)
- Calendar is reviewed each year during policy review

12. Interventions

In alignment with ADEK Inclusion and Educational Risk Policies:

- Students identified as at-risk receive personalised intervention plans
- Data-driven monitoring ensures timely support
- Regular communication with parents is maintained

13. Monitoring and Evaluation

GFA evaluates the effectiveness of this policy through:

- Internal performance indicators
- Assessment audits
- Moderation reviews

- Analysis of trends in attainment and progress
- Stakeholder feedback (teachers, parents, students)

Outcomes of evaluation inform annual policy review.

14. Policy Governance

- The Principal and Senior Leadership Team oversee implementation and is reviewed annually.



Signed
Principal/CEO

Date 10/08/25

Next policy review date: 9 August 2026

Appendix A Internal Assessment Framework

Primary

Our teachers from FS1 – Y6 use a range of summative and formative strategies to assess the students in their class, inform their teaching, address misconceptions and ensure a clear understanding of the progress and attainment of each individual student.

	Term 1		Term 2		Term 3 / End of Year	
	Formative	Summative	Formative	Summative	Formative *	Summative
EYFS	100%		100%		100%	
Y1	75%	25%	75%	25%	75%	25%
Y2 - Y6	50%	50%	50%	50%	50%	50%

* Formative Topic-based. Formative – Key skills across all topics covered in Term 1, 2 and 3

Description

Early Years Foundation Stage (EYFS)

Assessment in the EYFS is aligned with the Statutory Framework for the Early Years Foundation Stage and informed by Development Matters. Teachers continuously observe children as they play, interact, and explore, using these observations to develop an accurate understanding of each child’s progress across the seven areas of learning.

Assessment is ongoing and integral to daily practice. It focuses on recognising what children can do and identifying their next steps, rather than relying on testing or formal outcomes.

Formative assessment in the EYFS includes:

- **Observation**
Watching children during play, routines, and interactions (e.g. how a child counts blocks or communicates with peers).
- **Listening and talking**
Asking open-ended questions such as “How did you make that?” or “What do you think will happen next?”
- **Interacting in play**
Joining children’s play to extend learning, model language, or introduce new vocabulary.
- **Noticing behaviours and skills**
Monitoring social development, communication and language, motor skills, problem-solving, and emotional regulation.
- **Responding in the moment**
Adapting activities, questioning, or support based on children’s immediate needs and interests.

All formative assessments are recorded on **Arc Pathway**, enabling teachers to track progress clearly and consistently. Parents have access to Arc Pathway, allowing them to view their child’s learning journey, achievements, and next steps. This strengthens the partnership between home and school, supports shared understanding of progress, and encourages parental engagement in learning.

Primary (Years 1–6)

In Years 1–6, a balance of formative and summative assessment methods are used throughout the year to inform teacher assessment and ensure a clear understanding of student progress and attainment.

Formative Assessment

Formative assessment is ongoing and takes place during learning to monitor understanding, identify misconceptions early, and adapt teaching to meet students’ needs. It also supports students in understanding how to improve their own learning.

A range of formative strategies is used, including:

- **Work in books**
Students complete work daily in copy books or workbooks. Teachers regularly review this work and provide verbal or written feedback, including clear next steps for improvement.
- **Group work**
Students frequently work collaboratively during lessons, allowing teachers to assess communication, reasoning, and understanding.
- **Questioning**
Teachers use targeted and open-ended questioning to check understanding, challenge thinking, and deepen learning.
- **Observations**
Teachers observe students during lessons, group tasks, and practical activities to assess engagement and application of skills.
- **Exit tickets**
Many lessons conclude with an exit ticket, enabling teachers to quickly assess students’ understanding of key learning from the lesson.

Summative Assessment

Internal Summative Assessments

- **Maths and Science**

Students complete an end-of-unit assessment at the end of each topic. These assessments measure understanding of key learning objectives from the National Curriculum and assess reasoning, problem-solving, and (in Science) working scientifically skills.

- **English**

Students complete a ‘cold write’ (independent piece of writing) at the start of the year.

Students then complete an independent piece of writing at the end of each topic.

- o The initial writing identifies gaps in knowledge and informs planning.
- o The final writing assesses progress in writing composition, spelling, grammar, and punctuation appropriate to the year group.
- o All students in **Year 1** complete the **End of Year 1 Phonics Screening Check**, a one-to-one assessment in which students read 40 real and pseudo-words to assess phonics decoding skills.

Secondary

Term 1		Term 2		Term 3 / End of Year	
Formative	Summative	Formative	Summative	Formative	Summative
40% Skill Checks, ATL, Effort	60% End-of-term assessment	40% Skill Checks, ATL, Effort (T1+T2)	60% End-of-term assessment	40% Skill Checks, ATL, Effort (all terms)	60% End-of-year assessment

Description

Throughout each term in Secondary, students complete a series of Skill Checks, which are short, low-stakes formative assessments worth 15–25 marks each. Students usually complete 2–4 Skill Checks per term. Teachers use these to monitor understanding, attitude to learning, and effort. Together, the Skill Checks and attitude-towards-learning indicators make up 40% of the term grade.

At the end of every term, students sit an End-of-Term Assessment, which measures how well they have learned the curriculum taught during that term. This summative assessment contributes the remaining 60% of the term grade.

In Term 2, the End-of-Term Assessment again accounts for 60%, while the Skill Checks and attitude to learning—reviewed across Terms 1 and 2—form the other 40%, allowing teachers to evaluate both attainment and the consistency of progress.

In Term 3, the final progress judgement incorporates the student’s attitude, effort, and progress made across all three terms, contributing to the final 40% formative component. The End-of-Year Assessment then makes up the remaining 60%, confirming the student’s overall attainment against curriculum expectations.

MoE Subjects

Term 1		Term 2		Term 3	
Formative	Summative	Formative	Summative	Formative	Summative
60% Skill Checks and formative assessments	40% End-of-term assessment	60% Skill Checks and formative assessments	40% End-of-term assessment	60% Skill Checks and formative assessments	40% End-of-year assessment

Arabic Assessment Break Down			
Formative Assessments and its percentages		Summative Assessments and its Percentages	
Reading	20	Reading Comprehension	30
Listening	15	Listening	15
Speaking	15	Speaking	15
Progress Checks	20	Language	10
Writing Tasks	20	Writing	30
Performance task (Language)	10		
Total	100	Total	100
Percentage Counted from Formative assessments	60%	Percentage Counted from Summative assessments	40%

Assessment within the MoE framework is structured around formative (60%) and summative components (40%), which together contribute to the cumulative final marks awarded to students. The distribution of marks follows the regulations of MoE per each phase in Arabic.

Islamic Assessment Break Down			
Formative Assessments and its percentages	Marks	Summative Assessment and its percentages	Marks
Progress Check 1	20	End of term Summative Assessment	100
Progress Check 2	20		
Written task	20		
Memorisation and Telawa	40		
Total	100		
Percentage Counted from Formative assessments and Summative assessments	60%	40%	

UAE Social Studies Assessment Break down			
Formative Assessments and its percentages	Marks	Summative Assessments and its percentages	Marks
Class Tasks	20	End of term Summative Assessment	100
Progress Check (1)	20		
Progress Check (2)	20		
Project and Oral Presentation	40		
Total	100		
Percentage Counted from Formative assessments and Summative assessments	60%	40%	

Description

Throughout each term in MoE Subjects, students complete a series of progress checks and formative assessments worth 15–25 marks each based on the Ministry of Education recommendation for each of the subjects. Students usually complete 2–4 Skill Checks per term or based on the requirements as its explained in the below tables. Teachers use these to monitor understanding, attitude to learning, and effort. Together, the Skill Checks and attitude-towards-learning indicators make up 60% of the term grade.

At the end of every term, students sit an End-of-Term Assessment, which measures how well they have learned the curriculum taught during that term. This summative assessment contributes the remaining 40% of the term grade.

In Term 2, the End-of-Term Assessment again accounts for 40%, while the formative assessments and attitude to learning—reviewed across Terms 1 and 2—form the other 60%, allowing teachers to evaluate both attainment and the consistency of progress.

In Term 3, the final progress judgement incorporates the student’s attitude, effort, and progress made across all three terms, contributing to the final 60% formative component. The End-of-Year Assessment then makes up the remaining 40%, confirming the student’s overall attainment against curriculum expectations.

Appendix B Attainment and Progress Supplement

Definitions

Attainment – The curriculum standards that students have reached, usually described by using numbers, letters or adjectives

Progress – The development/improvement in students’ knowledge, skills and understanding, measured against a starting point and/or against a learning objective, and sustained over a period of time (such as a lesson, unit of work, term, year, or phase of schooling).

Attainment and Progress Judgements					
Very Weak	Weak	Acceptable	Good	Very Good	Outstanding
<85% in line with expected	<75% in line with expected	>=75% in line with expected	50-60% Above expected	61-74% Above expected	>=75% Above expected

Attainment

Phase 1 - In the EYFS (Early Years Foundation Stage), attainment is measured against the Early Learning Goals (ELGs) and how well a child is developing against the Early Learning Goals as well as their ALG’s (Age-Related goals). Attainment is a best-fit judgement of a child’s learning and development, based on ongoing observations. Results are graded on the internal GFA scale, whereby the Curriculum Standard is set at WAT (Working At).

Phase 2 and 3 – Attainment judgments are taken from end-of-year/ term reports (internal assessment) and external examination/test results (where applicable). Results are measured according to the internal GFA scale, with the expected Curriculum Standard set at WAT (Working At).

1.1.1 Attainment as measured against authorised and licensed curriculum standards

1.1.2 Attainment as measured against national and appropriate international standards

1.1.3 Knowledge, skills and understanding, especially in the key subjects

1.1.4 Trends in attainment over time

Attainment tracking over time.

		GFA	STA	IGCSE	A Level
WTO	Below the curriculum standard	<49%	1-3	1-2	E
WTO+	Below the curriculum standard	50-60%	4	3	D
WAT	Meets minimum curriculum standard	61-69%	5	4-5	C
WAT+	Securely meets curriculum standards	70-77%	6	6	B
WAB	Above the curriculum standard	78-90%	7	7	A
WAB+	Significantly above curriculum standard	91%+	8-9	8-9	A*

Progress

Phase 1 - In the EYFS (Early Years Foundation Stage), progress is measured by comparing the child's internal starting points with the end-of-year/term point, based on the teacher's judgements.

Progress

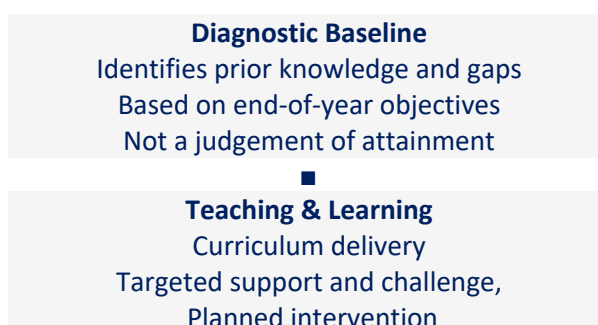
- Journey
- Compared to the child's own starting point
- Formative
- Used to inform teaching
- Continuous, ongoing

Phases 2 and 3: Progress is assessed by comparing the student's initial starting point with their end-of-year or term achievement. It involves measuring the student's current performance against their starting point (baseline) using consistent assessment criteria. Evidence includes movement within or between curriculum bands, a higher percentage of curriculum objectives achieved with confidence, and improved work quality over time.

Additionally, for Year 3 and older students, GL CAT4 data, compared with the GL end-of-year reports, show that students achieving their indicated targets are making progress in line with expectations, and those exceeding their targets are making better-than-expected progress.

How Progress Is Measured Over Time

Key principle: Baseline assessments may include untaught content and are used diagnostically. Progress is judged against curriculum content taught during the term.



Attainment

What students can do after teaching
Secure understanding and independence
Achievement against the taught curriculum

Progress

Learning gained over time
Reduction in gaps
Objectives securely achieved

Baseline provides information. Teaching creates learning. Attainment shows achievement.

Progress is the learning gained between baseline and attainment.

Progress Expectations

Progress is defined as sustained and measurable improvement from individual starting points, enabling students to move towards or exceed curriculum expectations and be well prepared for the next stage of learning, with strong progress evident for all groups of students.

Assessment Point	Purpose	Progress Measure	Outcome Descriptor
Baseline (Start of Year)	Establish starting points against year-level standards	Initial attainment band	Below / At / Above curriculum standards
Term 1	Monitor early progress and curriculum access	Progress from baseline	Expected / Better than expected progress
Term 2	Evaluate sustained learning and intervention impact	Progress against expected trajectory	Expected / Better than expected progress
Term 3 / End of Year	Confirm attainment and overall progress	Progress from baseline to year-end	Expected / Better than expected progress

Expected progress is defined as secure progress from individual starting points in line with curriculum expectations, while **better-than-expected progress** is characterised by exceeding the expected level for the curriculum content taught enables students to exceed expectations.

Baseline Attainment	Expected End-of-Year Attainment	Progress Judgement
Below expectations	At expectations	Expected progress
Below expectations	Above expectations	Better than expected
At expectations	At expectations	Expected progress
At expectations	Above expectations	Better than expected
Above expectations	Above expectations (greater depth)	Expected / Better than expected

GFA Progress Matrix

Progress is tracked using a structured matrix that measures attainment against curriculum standards and evaluates progress relative to pupils' starting points. Judgements are validated through triangulation of assessment evidence.

Starting Point	WTO	WTO+	WAT	WAT+	WAB	WAB+
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			(Curriculum Standard)			
WTO	Below Expected	Expected	Expected	Better	Better	Better
WTO+		Below Expected	Expected	Better	Better	Better
WAT			Expected	Better	Better	Better
WAT+				Expected	Better	Better
WAB					Expected	Better
WAB+						Expected

Descriptor codes

WTO – Working Towards | WTO+ – Working Towards + | WAT – Working At (curriculum standard) |

WAT+ – Working At + | WAB – Working Above | WAB+ – Working Above +

1.2.1 Progress of students, including those with special educational needs, against their starting points and over time

1.2.2 Progress in lessons

1.2.3 Progress of different groups of students

National Agenda Parameter (NAP)

TIMSS (2027) and PISA (2028/2029) data will be used to determine achievement in NAP testing. Our ADEK set target for PIRLS 2026 is 575.