



1.0 Introduction

At Brighton College Abu Dhabi we believe that assessment is at the heart of effective teaching and learning. When it influences planning and informs teachers and learners, it raises standards and improves outcomes.

The aim of assessment at Brighton College Abu Dhabi is to provide opportunities for all pupils to achieve their cognitive potential and develop a growth mindset (Carol Dweck, 2015).

By assessing, monitoring and evaluating the work as an integral part of planning and delivering a robust and meaningful curriculum, we are ensuring that we achieve this aim. If assessment is seen as an integral part of teaching, and assessment information is used effectively, pupils will experience a learning environment in which support and challenge enable everyone to make progress in attainment.

4.0 Purpose

Effective schools look for evidence and gaps in evidence of achievement. Quality assessment involves a range of practices; most effective is formative assessment that consists of assessment for learning and assessment as learning. Assessment of learning is summative.

Effective Assessment, recording and reporting will:

Enhance the learning of our pupils:

- Assessment actively involves the pupils in their learning through discussion, provision of information about progress and ensuring pupils are aware of the purposes of teaching.
- Assessment motivates the pupils through success/ achievement.
- Assessment highlights strengths and areas for development together with strategies to manage them.
- Assessment provides reliable and credible information to support continuity and progression in the learning process.
- Assessment provides valid information to assist with setting individual student targets.

Aid teachers in evaluating their teaching:

- Assessment indicates strengths and areas for development in the teaching programme (content)
- Assessment indicates the next steps in the teaching programme
- Assessment indicates strengths and areas for development in teaching styles and strategies (method and process)
- Assessment identifies pupils who require support or extension



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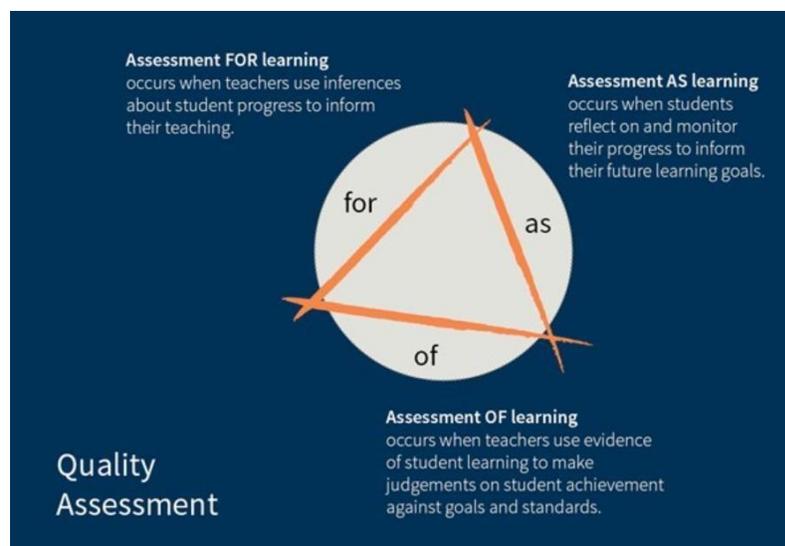
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Provide information for:

- Pupils
- Staff
- Parents/Carers
- Assisting transfer to the next class and the next school
- Referral to outside agencies
- The school self-evaluation process

When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement.

5.0 Types of Assessment



5.1 Assessment FOR learning (Formative Assessment)

Helps to identify the next steps needed to make progress. It takes account of a student's strengths as well as areas for development. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.' *Assessment Reform Group (2002)*.

Formative assessment is fundamental in any quality classroom because research has consistently shown that teacher/student feedback has the greatest impact on student outcomes. The most



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impactful feedback is that given by the student to the teacher. This allows the teacher to adapt their approach to meet the needs of the pupils. Formative assessment engages pupils in the continuous loop of reflective improvement and enables teaching to be continually responsive to student needs.

Quality first teaching embraces an approach towards assessment which is manifest in every student teacher interaction and which penetrates all learning, not just planned activities or tasks. Embedding assessment in the classroom is a notion explored by Dylan Wiliam, and he proposes five key strategies, which are united by the philosophy that evidence of pupils' learning should always be used to adapt teaching and learning to meet pupils' needs. Therefore, if the evidence gained is not changing practice, formative assessment is not taking place.

Dylan Wiliam's Five Strategies for Formative Assessment:

- Clarifying, understanding, and sharing learning intentions
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating pupils as learning resources for one another
- Activating pupils as owners of their own learning

These strategies define the territory of assessment for learning. However, quality assessment in action still requires teachers to adapt techniques to make them work in varied contexts whilst ensuring that they are grounded in deep cognitive principles about learning. *Assessment FOR Learning should:*

- Be part of effective planning of teaching and learning
- Focus on how pupils learn
- Be recognised as central to classroom practice
- Be regarded as a key professional skill for teachers
- Be sensitive and constructive because pupils learn better when they feel safe and secure
- Take account of the importance of learner motivation
- Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- Ensure learners receive constructive guidance about how to improve and are given the opportunity to do so
- Develop learners' capacity for self-assessment so that they can become reflective and self-managing (*see Assessment AS learning*).
- Recognise the full range of achievements of all learners.

5.2 Assessment OF Learning (Summative Assessment)



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Is associated more with judgements based on age-related expectations in line with testing records and recorded to inform parents of attainment and progress. Assessment OF learning should:

- Provide information to support teaching and learning
- Provide summative judgements about what has been learned at a specific point in time
- Provide information to track progress and measure past performance.
- Inform the target setting process
- Be sensitive and constructive because any assessment has an emotional impact
- Show what pupils can do without support
- Provide clear information which can be used to evaluate teaching and learning

5.3 Assessment AS Learning

This occurs when pupils reflect on and monitor their progress to inform their future learning goals.

Diagnostic Assessment enables learning difficulties to be scrutinised and classified so that appropriate support, challenge and strategies can be provided. This type of assessment also ensures teachers can identify misconceptions and address them with pupils.

6.0 Standardised Assessments run Across the College

The following are part of the ADEK mandated National Agenda requirements and are taken from this document ([English \(ADEK.gov.ae\)](http://English.ADEK.gov.ae)). The College will focus on:

Progression in International Assessments: The College will focus on performance (in particular pupils' progress) in successive international assessments

Data Analysis and Curricular Adaptation: The College ensures that data taken from national and international benchmarking tests (GLPT, TIMSS, PISA, PIRLS, NGRT) helps inform curriculum adaptation in order to close any gaps in pupil knowledge and/or skills

Improving Reading Skills: The College is dedicated to developing the reading skills of pupils to improve their access to the curriculum and assessments (internal, international, and other). The use of NGRT is a critical component in supporting the improvement of reading

Standardised assessment	Detail	Years Involved	Timeline
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CAT 4	Cognitive ability Test	Year 2, 3, 5, 7 and 9 (and all new pupils)	September (or during admission)
GLPT (PTE, PTM, PTS)	GL Progress Test for English, mathematics and science	Years 2 - 10 (Y3-10 for PTS)	May-June
GL NGRT	New Group Reading Test from GL	Years 2 - 10	Once per term (Starting AY 24-25)
GL PASS	Pupil Attitudes to Self and School from GL	Year 3 upwards	January
PISA	Programme for International Pupil Assessment	Selection of 15 year olds (Years 10 and 11)	May (every four years)
PIRLS	Progress in International Reading Literacy Study	Year 5	Every five years
TIMSS	Trends in International Mathematics and Science Study	Selection of Year 5 and Year 9	May (every four years)
GCSE	GCSE and I/GCSE, various examination boards	Year 11 (and earlier in certain cases)	Summer Term (early entry Mathematics November)
A Level	GCE A level, various examination boards	Year 13	Summer Term

7.0 Teacher Assessments

Teacher assessment is based on assessment of a much wider range of evidence than the assessments can cover. During the year teachers gather a detailed picture of children's achievements, building on evidence from previous years. This knowledge helps inform planning and teaching. It forms the basis of teacher assessment, which is a judgement independent of the tests. It covers some areas which are not tested, such as Speaking and Listening, and other areas where the tests only offer limited evidence, such as the range of reading and writing.

Opportunities for assessment are incorporated in both medium- and short-term curriculum planning. Examples of teacher assessments that we use are:

- Discussions with an individual or group of children
- Observation of a specific task
- Supervision of a group involved in recording their observations, where specific knowledge is required to fulfil criteria e.g. written work/ computation/ drawings etc
- Listening as pupils report their findings and ideas e.g. in a plenary session.



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Each pupil is assessed in relation to criteria linked to the milestones from the Early Learning Goals, or from the National Curriculum objectives or examination programmes of study. Evidence required for this assessment process is a selection of the following:

- Work in pupils' books
- Samples of work produced specifically for an assessment
- Records of observations/discussions etc.

Moderation

It is important to agree judgements if our decisions are to be given credence, and accurately reflect, where relevant, external assessment standards. Moderation takes place between relevant staff members continuously and informally, and formally, through subject, year group or departmental meetings. Moderation also takes place between the Brighton College family of schools. Moderation:

- Ensures that discussions are held between teachers to decide what constitutes evidence of attainment, including teachers from different year groups as relevant;
- Uses exemplification materials, clear criteria guidelines and pre-standardisation as relevant;
- Ensures accuracy and consistency of teachers' judgments about standards.
- Leads to a deeper understanding of success criteria which teachers use to inform their future approaches in the classroom.

8.0 Curriculum Planning and Assessment

The success of the learning process is measured by regular and ongoing assessment. Provision for assessment is built into planning, and adjustments to plans are made as a result of assessment. For more information on planning please see the Brighton College Abu Dhabi Curriculum Policy.

9.0 Tracking

We track pupils' progress so we can monitor that all children are making progress from their starting points, celebrate achievement, provide challenge and intervene to support as soon as difficulties become apparent. The systems we use are evaluated to ensure that it is manageable, clear and easy to understand. It is capable of being used effectively by teachers to inform planning for the class, groups and individuals. Our tracking systems are linked to contextual information e.g. EAL, SEN, AG&T, and nationality.

10.0 Micro Populations

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Where relevant, the College will focus on the data of the following micro-populations:

- Boys
- Girls
- ELL and EAL
- AG&T (mean SAS 130+)
- Emirati
- Arabic as First Language (Native Arabic)
- SEN .

11.0 Targets

Tracking is integrated with end of year and end of Key Stage targets. This makes it easier to ensure that targets are informed by pupils' current attainment and past progress monitor progress towards targets.

Children in turn have personalised targets that are shared with them, these are written at the front of their workbooks and indicate what an achievable SMART target - specific, measurable, achievable, realistic will help them to make progress towards reaching and exceeding their potential.

We do not use tests alone to set targets, because some pupils perform less well in tests than in everyday teacher assessment and some are not working at the level of the tests. Consistent use of teacher assessment throughout the school helps to establish and track progress towards targets which are appropriately challenging.

Targets may be set for different group, for example:

- Individual Pupil Targets –They could form the basis of a pupil's IEP. They are informed and identified by analysis of pupils' work, discussions with pupils, teacher assessments and test performance. Targets should be SMART - specific, measurable, achievable, realistic (but challenging) and time related. Targets are shared with parents
- Group Target Setting – pupils at similar levels of attainment may be set the same target. Often 'layered' targets are used where each group within a class works on a target linked to the same theme, e.g. Time, but at a number of different levels
- Cohort Target Setting – based on analysis of summative and evaluative assessment;
- School Target Setting –based on all the above.

Pupil Progress meetings are held in different formats across the College with relevant members of staff. These support the tracking of pupils and inform target setting. They are also an opportunity for celebration.



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12.0 Reporting

The education of pupils in the school is a partnership between pupils, teachers and parents or carers. To support this, regular opportunities, both formal and informal, are provided for the reviewing with parents or carers a child's progress and attainment.

Details of specific reporting practices can be found in the individual guidance of the schools.

13.0 Transfer and Transition

We have manageable systems and procedures to ensure that as far as possible, there is timely transfer of information between teachers within the school and between schools. We also work hard to support pupils in making successful transitions from class to class within our school.

Therefore, we ensure that teachers:

- Have opportunities to talk through the records together before the pupils transfer
- Have clear understanding of colleagues' judgements based on secure moderation procedures
- Share information about pupils' progress as they move from one class to the next or to a new school in order to support continuity of learning for all pupils
- Make good use of the information received at cohort, class and subject level as well as to help determine the provision for groups and individuals
- Share standardised assessment data comparative to previous and new classes.

14.0 Monitoring

For more information on the monitoring processes around assessment please see the teaching and learning policy.

15.0 Marking and Feedback

For more information on specific marking and feedback practices and expectations please see the separate guidelines produced by each school.

16.0 Associated Documents

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The following documents/policies should be referred to in consultation with this document:

- Teaching and Learning Policy
- Curriculum Policy
- Marking and feedback guidance
- Reporting guidance (individual schools)
- Universities, Careers and Futures Policy
- Inclusion Policy
- Separate school curriculum maps
- Exams Policies (various, including NEA guidance and Appeals procedures).

17.0 Monitoring and Review

This policy is to be reviewed and checked annually by the CLT.

18.0 Approved by

Head Master on Behalf of the College:

Chairman on Behalf of the Governors:

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Merging of separate school policies Renamed Assessment and Reporting Policy	SM/JA/SJ	September 2022
2.0	Removal of Pre-Prep-specific content Restoration of reference to marking (supplemented by separate school guidance documents).	SM/JA/SJ/JW	January 2024



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Brighton College Abu Dhabi Policies and Guidelines

Policy Statement

Brighton College Abu Dhabi policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- ADEK Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Development Plan written for ADEK approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.