



THE ENGLISH COLLEGE
D U B A I

ASSESSMENT, RECORDING AND REPORTING POLICY 2025/2026

AIM: (final result we are aiming to achieve):

Assessment at EC should support teaching and learning by identifying what students already know and can do and how they can move rapidly to the next phase of their learning. Assessment should be a key component in all lessons.

- For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
- For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.
- Assessment information will inform an understanding of the current and potential student outcomes, and will facilitate bespoke and effective interventions as needed.
- For parents and carers, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximise their educational potential.

Summative and reported assessment data should be recorded on the school's central systems that allows all stakeholders access to up to date information so that they are aware of the attainment and progress of each student. Heads of Faculty and Year Leaders will also have a centralised tracker for formative and summative assessment data.

Up to date attainment and progress information should be reported to parents regularly and clearly so that they best understand their child's learning status and what they need to do in order to make best progress.

RATIONALE: (The reason for which this policy has been written)

This policy has been written to ensure that an effective Assessment, Recording and Reporting system is in place at EC. This system will serve to assess pupils both formally and informally in order to give teachers information they need to personalise learning, track pupil progress, give teachers and the Leadership Team an overview of cohort performance and consequently enhance student's learning.

GUIDELINES: (The principles/instructions/steps of the policy)

Teachers and leaders at EC are all responsible to ensure that assessments have an impact on student learning, attainment and progress. If each student is making progress based on their assessments this

will lead to cohort wide improvements in progress. Therefore it is the responsibility of all staff to ensure that assessments should:

- enable teachers to plan learning that meets the individual needs of all individual, and groups of, students in the classroom;
- recognise and celebrate individual successes in order to encourage and motivate all students;
- be based on specific learning outcomes or objectives and these should be clearly identified by the teacher and understood by the students;
- allow students to understand how summative assessment judgements are arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning;
- help shape bespoke subject based targets for improvement;
- underpin teaching and learning in order to ensure accelerated progress for every child;
- be accessible for parents and enable them to take an active and informed part in their child's education;
- ensure that no individual, or key group of students (for example Boys, Girls Emirati, SEN, More Able) are unclear how to make accelerated progress.

The Types of Assessment

Formative Assessment

This is planned classroom practice used to elicit evidence of learning in the classroom whilst knowledge, skills, and understanding are still being developed. This can inform teachers of what students know or do not know and helps students to understand what it is they are ready to learn next. This has the sole purpose of improving student learning. Formative assessment should feedforward and have an impact on student learning. There are no set rules about how frequently teachers should use formative assessment as it is likely to happen in some form in most, if not every, lesson.

Formative assessment should take place to give students the opportunity to get feedback on their learning before summative assessment judgements are made. Students should have time to reflect on their learning during formative assessment - the sole purpose of formative assessment is so that data gathered can inform future learning.

There are many different ways that teachers can formatively assess. The type of formative assessment that a teacher should use will differ based on:

- The purpose of the formative assessment.
- Whether they are assessing knowledge, skills or understanding.
- The age, development and needs of the students they are teaching.
- The prior learning that has taken place.
- What has worked previously with that student/class.
- What information they are trying to gather.

Standardised Assessment

These are formal assessments that have been designed to measure a student's abilities compared to other children of his or her age. They are completed by all students and are comparative and externally validated assessments. These assessments are used for internal analysis and inform reporting to parents.

GL Education tests are mandated by the KHDA. The type and frequency of the assessments is outlined in the table below.

Standardised assessments should be used to inform planning so that the needs of individual students can be met. Teachers may use aptitudinal data to understand students' capabilities and plan opportunities to maximise their potential. They may also use attitudinal data in order to support individual student needs. Therefore, attitudinal, aptitudinal and attainment data may be triangulated to gain a better understanding of an individual student or a cohort of students. Leaders may analyse standardised data on cohort or faculty level, but the primary purpose of gathering standardised data is for teachers to use it to have an impact in the classroom.

Summative Assessment

This is used to evaluate student knowledge, skills and understanding at the conclusion of a defined period of time, for example after a unit of work. Summative assessment judgements will be used to inform reported attainment and progress as well as the targets that are sent home to parents on the progress being made by students.

There are many ways to use summative assessment and many different types of summative assessment. The type of summative assessment you use must be:

- Able to assess the key knowledge, skills and understandings from a particular unit.
- Consistent across different classes within the same year group and subject.
- Assessed using a common framework that all teachers involved in making judgements use.
- Able to be used to form an evaluative judgement about the attainment of a student in a particular subject.

To ensure consistency between teachers, the marking of summative assessments must use models, examples and judgements must be moderated. We need to be sure that there is consistency between the summative assessment judgements that are made by different teachers teaching the same subject and year group. Moderation should be used to ensure that judgements that are made are as consistent and accurate as possible.

The grades that will be given to students for the summative assessments are shown below, but these grades will not be reported to parents. .

| Primary School | | | Secondary School | | |
|---|---|-----|--|-----|--|
| FS | KS1 | KS2 | KS3 | KS4 | KS5 |
| Above On Track Below Significantly Below | Significantly Above Above At Just AT Below Significantly Below | | GCSE grades on a number scale (9-1) Following a flightpath method | | AS level grades on a letter scale (A-E) A level grades on a letter scale (A*-E) |

Frequency and Recording of Assessments

Formative, standardised and summative assessments are used across the school, and at different times.

Primary

- Formative assessment is carried out on an ongoing basis using the 'Formative Assessment' section on Sonar Tracker. Teachers assess directly against the National Curriculum objectives in all Core Subjects.
- All Summative grades are formulated using a variety of assessment procedures (formative assessments/end of unit tests/termly tests/evidence of children's work, etc). These Summative

grades are generated at the end of each term and recorded within the Summative assessment section on Sonar Tracker and then transferred into ISAMs.

- Subject Leaders and Year Group Leaders in Primary have the responsibility of monitoring and ensuring the assessment procedures for their subject are rigorous, relevant and give a true reflection of attainment and progress of all learners.

Secondary

- Results from standardised assessments are recorded in iSAMS by the data manager and can be accessed via Tracking Manager.
- All summative assessment grades generated should be stored by teachers and the head of faculty in a year group tracker in primary school and a faculty tracker in secondary school, after moderation.
- The recording of formative assessments is left to Heads of Faculty to decide in consultation with their teachers. The most valuable pieces of data are to be recorded to allow a holistic picture of the students progress to be shown.

| Types of Assessment | | Frequency in Primary School | Frequency in Secondary School |
|---------------------|--------------------------------|--|--|
| Standardised | Attainment | PTE, PTM & PTS Annually in Years 2 (excluding PTS), 3, 4, 5, 6 Phonics Screening DfE Annually Year 1 | PTE, M & S: Annually in years 7, 8, 9 & 10 (no Science PTS in year 7) GCSEs in year 11 AS levels in year 12 A levels in year 13 |
| | Aptitudinal CAT4 | CAT4: Start of year Year 4 - A Year 5 - B Year 6 - C | CAT4: Start of year 7, 8, 10 & 12 and new admissions |
| | Attitudinal PASS (Y1-13) | Annually | |
| | NGRT Y2-11 | NGRT: Test A in September Test B in January Test C in May Years 2-6 | NGRT: Test A in September Test B in January Test C in May Years 7-11 |
| Summative | | <p><u>Termly</u></p> <p><u>Reading</u> NGRT A/B/C</p> <p><u>Writing</u> Updated 'formative assessment' feature on Sonar Tracker followed by a termly Writing Moderation Termly Cold Write and Hot Write using the Literacy Company's rubric.</p> <p><u>Maths</u></p> | Termly assessments for all students in all subjects. |

| | | |
|------------------|--|--|
| | <p>End of Term White Rose Assessment</p> <p>Mini Block Assessments at the end of each unit</p> <p><u>Science</u></p> <p>Developing Experts Science Assessments for Year 1-6</p> <p><u>MSC</u></p> <p>Moral, Social and Cultural Studies Termly assessment</p> <p><u>Other Subjects</u></p> <p>Summative Assessment' section completed on Sonar Tracker using a variety of evidence to gather termly attainment and progress.</p> <p><u>Half termly</u></p> <p><u>Phonics</u></p> <p>RWI Phonics Assessments in Year FS2, 1 and Year 2 (where necessary)</p> <p><u>Science</u></p> <p>End of Unit 'Developing Experts' Science Assessments for Year 1-6</p> <p><u>Maths</u></p> <p>White Rose Mini Block Assessments</p> | |
| Formative | Routinely (daily/weekly) | |

Reporting

Parents receive reports that update them on their child's attainment, progress and effort, over the course of the year. Reports should be clear, useful and should prompt action and conversation. The sole purpose of reports is to keep parents fully informed of the attainment and progress that their son/daughter is making in their learning. This will provide one piece of the jigsaw, alongside Parents' Evenings and other email/face to face communication initiated by the parent and/or member of staff. It is hoped that whilst students will be able to see how well they are doing from these reports, students will have more information available to them, more frequently through feedback, formative assessment and summative assessments.

We do not want there to be any surprises for parents; they should know where their child is each term in relation to their progress and attainment. The reporting frequency will depend on which key stage the student is in. Students in examination years will receive reports more frequently. We want parents to be fully abreast of and engaged with decisions that are related to a child's progress made by the school such as those related to learning, intervention and support.

Primary School reports

3 reports per year
4 Parent Teacher Meetings
Target setting report at the end of the first half term (T1.1)
Written comment and Data reports at the end of terms 1, 2 and 3 (T1.2, 2.2 and 3.2)

Secondary School reports

| Secondary School | | | | |
|---|---|--|---|--|
| KS3 | KS4 | | KS5 | |
| Years 7, 8 and 9 | Year 10 | Year 11 | Year 12 | Year 13 |
| 3 reports per year. Data reports at the end of terms 1, 2 and 3 which include detailed written comments highlighting strengths and explaining areas for improvement. | 3 reports per year. Data reports at the end of terms 1, 2 and 3 which include detailed written comments highlighting strengths and explaining areas for improvement. | 2 reports per year. Data reports at the end of terms 1 and 2 which include detailed written comments highlighting strengths and explaining areas for improvement. | 3 reports per year. Data reports at the end of terms 1, 2 and 3 which include detailed written comments highlighting strengths and explaining areas for improvement. | 2 reports per year. Data reports at the end of terms 1 and 2 which include detailed written comments highlighting strengths and explaining areas for improvement. |

The flightpath grading method

At the English College we track students' academic progress over the course of their time at our school. By studying past data of students and historic CAT4 scores we can map out expected levels of progress over time. As well as being able to forecast what a child will get at GCSE/End of Primary School based on their current attainment and CAT4 score.

For example for Primary School, a child who completes Year 2 and is currently working at a 2 'AT' would be expected to be on a 'flight path', which leads to them making expected progress each year. Completing their time in the Primary school with a Year 6 'At' grade.

While a Secondary student may be working at level 3 at the end of Year 8, based on our flight path and historical data we would expect them to score a 6 at GCSE.

However, the flight path is not a fixed route that students will be instructed to take. It is possible for students to move onto a different flight path. For example, the Year 8 student above may then have a very successful Year 9, where she/he exceeds our expectations for progress. He/she now ends the year on a 5. Therefore this student is now on an accelerated flight path, where the expected level of progress is to gain a 7 at GCSE.

Parents of students in the Secondary School will not receive a flightpath grade for their child until the end of the academic year in Year 9. The report will only contain if their students are working below, above or exceeding curriculum expectations, as well as if they are working below, above or exceeding their target.

EYFS Grading system (Year FS1-FS2)

| Significantly Below | Below | At | Above |
|---------------------|-------|----|-------|
|---------------------|-------|----|-------|

Primary School Grading system (Year 1-6)

| Significantly Below | Below | Just At | At | Above | Significantly Above |
|---------------------|-------|---------|-----|-------|---------------------|
| 1SB | 1BL | 1 JA | 1AT | 1AB | 1SA |
| 2SB | 2BL | 2JA | 2AT | 2AB | 2SA |
| 3SB | 3BL | 3JA | 3AT | 3AB | 3SA |
| 4SB | 4BL | 4JA | 4AT | 4AB | 4SA |
| 5SB | 5BL | 5JA | 5AT | 5AB | 5SA |
| 6SB | 6BL | 6JA | 6AT | 6AB | 6SA |

Secondary School Grading system

The table below shows the attainment expected against curriculum standards in each year group for KS3 and KS4 (shown in yellow). It is expected that all students will leave The English College with at least a 6 in their GCSEs. This is considered a strong pass and similar to the old framework B.

Any student who is not achieving within these curriculum standards will be placed on a post report action plan (PRAP) by their Head of Year, who will ensure that early intervention and support is in place. MSC will operate on a different grading system of Pass, Merit, Distinction, Distinction*. Pass and Merit are considered expected curriculum standards.

Arabic follows the MOE curriculum where A, B, C and E are considered as within curriculum standards in year 7-9. A- C are considered within curriculum standards in year 9-13.

[illegible]

For KS5 AS/A Level courses, the table below shows the attainment expected against curriculum standards in each year group (shown in yellow below). It is expected that all students will leave The English College with a B or above in their A Levels. Teachers will grade and report on an A level framework, even if students will sit an AS level in that subject at the end of year 12. It is expected that all students will complete year 13.

| | E | D | C | B | A | A* |
|------|---|---|---|---|---|-----|
| Y 12 | | | | | | N/A |
| Y13 | | | | | | |

APPENDICES (Relevant links to other policies or documents)

- [EC Secondary School Reporting Framework Guidance for Staff 2025-26](#)
- [EC Primary School Reporting Framework Guidance for Staff 2025-26](#)
- [Secondary Marking and Feedback Policy](#)
- [Primary Marking and Feedback policy](#)

POLICY REVIEW HISTORY:

This policy will be monitored, evaluated and reviewed by the Senior Leadership Team, approved by the Principal

Historical Record

| Revision No. | Date | Brief Description of Change | Approved by | Next Review: |
|--------------|------------|---|-------------|--------------|
| 0 | 1/9/2021 | New Policy | WSLT | 1/9/2022 |
| 1 | 24.06.2022 | Changes to Primary Assessment System (Classroom Monitor to Sonar Tracker). | WSLT | 24/06/2023 |
| 2 | 08/06/2023 | Adding of NGRT Assessments as per KHDA guidance and changes to secondary grading structure. | WSLT | 06/2024 |

| | | | | |
|---|----------|---|------|---------|
| 3 | 05/05/24 | New success criteria added to core subjects for Primary. | WSLT | 06/2025 |
| 4 | 29/04/25 | Updated parent description of above in Primary and number of Parent teacher Meetings and reports. Marking codes updated for Primary by Subject Leaders. | WSLT | 06/26 |