

Assessment Policy

Summary for parents and visitors | Academic year 2026–27

Why we assess

At Arab Unity School (AUS), we believe accurate assessment is the starting point for effective teaching and learning. We regularly assess the progress of every student and group of students against school, curriculum and national and international benchmarks, so that teachers can plan well and students, parents and other stakeholders have accurate information. We use two complementary types of assessment.

- **Assessment for learning (formative):** used day to day in lessons so that students understand their aim, where they are and how to improve, and so that teachers adapt their teaching. It is closely linked to Checking for Understanding in our Great Teaching Model.
- **Assessment of learning (summative):** judges performance against the standards that apply, including the Early Years Foundation Stage, the National Curriculum for England, Ministry of Education outcomes and IGCSE, AS/A Level and BTEC criteria, at the end of units, years and key stages. Each phase has an Assessment Calendar.

Students are baseline-assessed at the start of the year. Together with internal assessments, CAT4, progress tests and wellbeing information, this shapes personalised planning.

How assessment works across the school

Phase	How students are assessed
FS2	Ongoing, developmental assessment. Parents receive a summary of their child's Learning Profile showing which Early Learning Goals have been achieved.
Years 1–6	A baseline assessment, skill-based assessments for learning, project and research work, classroom assignments and notebook work through the term, plus a formal end-of-term assessment.
Years 7–11	Diagnostic assessments in September, then continuous assessment (classwork, homework, projects, notebooks), curricular tests, a winter exam and an end-of-year exam. Year 11 sit mock exams in February or March before their IGCSE exams in May and June.
Years 12–13	Regular assessment tasks, internal test weeks, a winter exam, mock exams in March and then the Cambridge (CIE) summer series examinations between April and June.

Standardised and external tests

Standardised and external tests	Who	When
CAT4 (Cognitive Ability Test)	Years 4, 6, 8 and 10, and all new students	September to October, and at admission
GL Progress Tests (English, Maths, Science)	Years 2 to 10 (Science from Year 3)	May
GL New Group Reading Test	Year 3 upwards	September, January and April
International Benchmark Test: Arabic	Years 2 to 13	September to November
PISA, PIRLS and TIMSS	Selected students, as the national and international cycles require	Every four to five years
IGCSE, AS Level and A Level	Years 11, 12 and 13	May to June

Targets, attainment and progress

In Key Stages 1 and 2, attainment is described as working below, at or above curriculum standards, and progress as below expected, expected or better than expected from each student's starting point. Targets are set in Student Progress Meetings, recorded in students' books and discussed with parents at Student-Led Conferences. In Key Stage 3, a student's

CAT4 “if challenged” grade is their target, and work is assessed on a 1 to 9 scale as working towards, at or above expectations. In Key Stage 4, students receive a target grade from 9 to 1 based on CAT4, and in Key Stage 5 an AS/A Level target grade (A* to E) or a BTEC target (Pass to Distinction*).

Keeping parents informed

Parents can see their child’s recorded assessments and reports on the EduNation platform at any time. Each term there is an opportunity to meet teachers, and parents receive a formal report at the end of each term, giving three reports of progress and achievement during the year. Parents are also invited to book scrutiny and showcase afternoons, including Arabic and Islamic work. Feedback to students is meaningful and age-appropriate and may be verbal or written (see the Marking and Feedback Policy).

Inclusive assessment

AUS is committed to fair assessment for every student. Decisions on access arrangements, adjustments or exemptions are based on the impact of a student’s barrier to learning and wellbeing rather than diagnosis alone, and are made with parents, applied individually and reviewed regularly. Where taking part in a normal assessment would cause significant distress, an exemption may be agreed with parents, with alternative evidence of learning used. For Students of Determination, progress is measured against individual starting points and IEP targets, and adjustments may include extra time, a reader or scribe, small-group testing, simplified instructions or larger fonts.

Arabic and Islamic Studies

Arabic, Social Studies, Moral, Social and Cultural Studies and Islamic Studies are assessed in the same way as other subjects, following UAE National Curriculum and Ministry of Education criteria, with a focus on mastery. Further details are in the separate MoE Assessment Policy.

Making sure assessment is accurate

Leaders at all levels monitor assessment for accuracy and consistency. Departments cross-moderate marked work, and quality assurance includes lesson observations, book scrutiny, learning walks, data meetings and review of external results such as GL Progress Tests and IGCSE, AS and A Level outcomes.