



مدرسة الوحدة العربية
ARAB UNITY SCHOOL

Assessment Policy

AY 2025-2026



CAMBRIDGE
International Education

Cambridge International School

Policy No.	AUS School Policy_Academics_19
Date reviewed	August 2025
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Reviewed and approved by	Executive Leadership Group

VISION STATEMENT

Our vision is that Arab Unity School aims to provide a stimulating, inclusive learning environment that challenges our students to discover their potential and develop into respectful, reliable, resilient and purposeful leaders of the global community.

MISSION STATEMENT

Our mission is to provide an affordable education with a solid foundation of knowledge, technology and life skills enabling our students to be socially conscious and responsible individuals.

CORE VALUES

Character Building

Morally accountable
Diligent
Trustworthy
Self-regulator
Caring

Progressive Thinking

Technologically competent
Collaborative
Adaptable
Enquiring
Creative

Global Commitment

Environmentally conscious
Persevering
Tolerant
Effective Participant

Leadership Skills

Inspiring
Motivating
Decisive
Consistent
Team player
Reflective Learner

Introduction:

A systematic, strategic and well-structured assessment procedure is an integral part of effective teaching and learning.

- involve both formative and summative assessment.
- Formative assessment is utilised verbally or in written form to provide Students with specific feedback that allows them to continually improve their academic attainment. Summative assessment provides essential information about progress to Students, parents and teachers and is included in termly reports.
- provide accurate, unbiased and meaningful information for children, staff and parents regarding a child's progress across the curriculum.

To ensure that detailed comprehensive Progress Trackers are designed and maintained departmentally. The assessment information is shared with parents during the Parent Teacher Meetings and shared on the Report Cards with agreed weightings. Students have these details available on their Performance and Target Charts which are attached in each of their subject notebooks.

Teachers modify their teaching style, lesson planning, assessment design and data management.

- identify students' ability level to meet all the need of individual learners
- use of external and internal assessment information to identify and bridge gaps for curriculum modification and personalised lesson planning
- Provide constructive feedback and next step targets to the student's work
- Communicate student's progress with parents

Students receive timely constructive feedback and reflect upon their progress and set goals for themselves.

- to self-regulate their own skills and knowledge
- to respond to the feedback and take next steps

Leaders can review assessment information and compare progress in different phases, year groups, subject departments and amend School Improvement Plan & policies accordingly.

- to monitor, evaluate and upgrade the T&L standards of the school using the assessment policy.

Parents are well-informed and able to understand the level that their children are working at, and they can provide necessary guidance and support as their contribution to the learning community.

- to communicate with teachers the areas of strength and needs, their learning styles, achievements, and their attitude towards learning.
- to develop fruitful home-school relationship to support student's learning

Purpose:

- Identify what children know and what they need to learn next.
- Inform planning (school/ class/ group/ individual), target setting, information for parents and governors, class organization.
- Measure individual/ group progress.
- Evaluate effectiveness of teaching methods/ interventions
- Comply with statutory requirements; align school with national standards in both the UAE and the UK.

External Assessments:

The school operates a variety of external standardized tests to support the UAE National Agenda (TIMMS, PISA, PIRLS) GL CAT4 and Progress Tests, NGRT and Arabic Benchmark Test in various Phases.

National Agenda Parameter (NAP)	Detail	Years Involved	Timeline
CAT4	Cognitive Ability Test	Years 4,6,8,10 and all new students	Sep-Oct (and during admission)
GL PT Series (PTE, PTM, PTS)	GL Progress Test for English, Mathematics, Science	Years 2-10 (Y3-10 for PTS)	May
GL NGRT	New Group Reading Test from GL	Year 3 upwards	September, January, April
PISA	Programme in International Student 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)
IBT - Arabic	International Benchmark Test -Arabic	Years 2 – 13 (Non-native and Native speakers)	Sep-Nov
IGCSE	International General Certificate of Secondary Education	Year 11	May-June
AS Level	Advanced Subsidiary	Year 12	May-June

	Level		
A Level	Advanced Level	Year 13	May-June

Internal Assessments:

In addition to the above-mentioned, we also operate internal assessments as follows:

- The internal assessments are designed considering the standardised tests content. The use of language and pattern of the internal assessments is aligned with the national and international assessments.
- Blooms' taxonomy is used to ensure that the question papers are appropriate to the age, learning abilities and curriculum requirements for each year group.
- Continuous assessments have ample opportunities, support and challenges to meet the needs of all types of learners.

Phase 2(Year 1 to 6)

Formative Assessments	Summative Assessments
Baseline Assessments	
Skill based regular AFLs	One at the end of each term, Formal informed assessment Conducted for 40 marks
Research/Project based learning	
Classroom assignments	
Engagement in classroom learning	
Notebook work including handwriting, neatness and presentation of ideas	

	Baseline	Autumn	Spring	Summer
Formative		Skill based assessment Notebook/student work RBL/PBL	Skill based assessment Notebook/student work RBL/PBL	Skill based assessment Notebook/student work RBL/PBL
Weightings		40%	40%	40%
Summative		End of term assessment (max 50%)	End of term assessment (max 50%)	End of term assessment (max 50%)
Weightings	100%	60%	60%	60%

Weightings of Terms for Phase 2:

Term 1	Term 2	Term 3
Formative + Summative	Formative + Summative	Formative + Summative
30%	30%	40%

Phase 3(Year 7 to 11)

As students move from Primary to Secondary School, assessment design, type, frequency and weightings is altered to meet the needs of learners' age and statutory requirements of the curriculum (from NCfE to IGCSE). Following are the assessments conducted in the Secondary School:

Diagnostic assessments are conducted tentatively in the second/third week of September.

Termly assessment overview:

	Baseline	Term 1	Term 2	Term 3
Formative Assessments		Skill based regular AFLs	Skill based regular AFLs	Skill based regular AFLs
		Classroom assignments	Project based learning	Classroom assignments
		Homework	Classroom assignments	Homework
		Notebook completion and submission	Homework	Notebook completion and submission
		Research & Project work	Notebook completion and submission	
Summative Assessments		Curricular test 1 conducted in the month of October	Curricular test 2 for Year 7 to 10 conducted in the February/ March	
		Term 1/ Winter Exam conducted in November/ December for Year 7 to 11	Mock Examinations for Year 11 in February/ March	End of Year/ Final Exam conducted in May/ June in two short cycles (Year 7 to 10)

TERM 1			
7/8	Continuous Assessments*	Curricular Test 10%	Winter Exam
7&8	10%	10%	80%
10	10%	10%	80%
11	/	/	100
100%			

*Classwork/ notebook/ homework/EOU etc.

TERM 2			
7/8	Continuous Assessments*	Curricular Test 2	Project based assessments
9	25%	50%	25%
10	25%	50%	25%
11	25%	50%	25%
11	100% Mock Exams		

Overall Result at the end of academic year			
	Term 1	Term 2	Term 3
7/8	30%	30%	40%
9	30%	30%	40%
10	30%	30%	40%
11	100%Winter Exam	100%Mock Predicted	100%IGCSE

TERM 3		
7/8	Continuous Assessments*	Year End Exam
9	20%	80%
10	20%	80%
11	/	/
11	100% IGCSE Exam May/June Series	

Weightings of Terms:

Phase 4(Year 12 and 13):

As students move from the Secondary School to the Sixth Form where assessment design, type, frequency and weightings are altered to meet the needs of learners' age and statutory requirements of the curriculum (from IGCSE to AS/AL). Following are the assessments conducted in the Sixth Form:

Terms	Formative Assessments	Summative Assessments
Term 1	Skill based regular AFLs	Internal Test Week (Friday) Winter Exam conducted in November/December
	Classroom assignments	
	Homework	
	Notebook completion and submission	
	Project based learning	
Term 2	Skill based regular AFLs	Internal Test Week (Friday) Mock Examinations Conducted in March
	Project based learning	
	Classroom assignments	
	Homework	
	Notebook completion and submission	
Term 3	Assessments focused on CIE	CIE Summer Series Final Examinations Conducted from April to June

Inclusion

At AUS, we adapt the curriculum and make it more accessible for Students of Determinations (SODs) through:

- Specific intervention plans such as IEPs and BIPs
- Appropriate teaching methodologies
- Modifications to the curriculum such as parallel curriculum/Substitute curriculum
- Differentiated tasks
- LSA and Individual LSA support

The progress of students with IEPs is measured against their individual starting points and progress in IEP targets. Students who have significant learning gaps or cognitive needs may have assessments modified depending on the need of the child. Some accommodations and modification that we consider are:

- Reduced number of questions
- Reduced answer selection
- Multiple choice only
- Reduced passage length or passages relevant to reading age
- Simplified instructions or questions
- Reduced essay writings
- Extended time and frequent breaks
- Prompter
- Small group testing
- Reader
- Scribe
- Larger fonts

Prepared by:

Date: 14-08-2025



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Ms. Tasneem Hussain
Head of Secondary Girls



Ms. Ashita Sara
Head of Sixth Form

Reviewed and Approved by:

Date: 14-08-2025



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Deputy Principal



Mr. Nigel McQuoid
Principal

ADDENDUM

The AUS students' groups (Based on the KHDA last quality assurance document):

- Boys
- Girls
- ELL and EAL
- G&T (mean SAS 127+)
- Emirati
- Arabic as First Language (Arabic A)
- SODs
- Higher Attaining Pupils (Mean SAS 117-126)
- Lower Attaining Pupils (Mean SAS 88 and below)

Attainment

Acceptable	75% at or above expected level
Good	50% above expected level
Very Good	61% above expected level
Outstanding	75% above expected level

Progress

By the end of the school year, to following levels of progress need to be met for each category.

Acceptable	75% at or above expected level
Good	50% above expected level
Very Good	61% above expected level
Outstanding	75% above expected level

At least 75% of children must make expected or better progress each term.

The following percentages are used to measure the likely progress outcomes for the class based on the number of children making more than expected progress.

Grading Scheme

Grade point (9-1)	Test Percentage	Remarks
9	96% - 100%	PASS
8	90% - 95%	
7	80% - 89%	
6	70% - 79%	
5	60% - 69% (C Grade)	
4	50% - 59%	
3	40% - 49%	FAIL
2	30% - 39%	
1	20% - 29%	
U	0% - 20%	

Grade	Test Percentage
A+	90%-100%
A	80% - 89%
B	70% - 79%
C	60%- 69%
D	50% - 69%
E	40% - 49%
U	<40%