



Beaconhouse Private School Al Ain

Assessment Policy

2025-2026

(Reviewed in May 2024)

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1. Introduction

At BPS Al Ain, our Assessment and Reporting Policy is designed to support student learning and growth through clear, consistent, and meaningful feedback. This policy outlines our approach to assessing student progress, setting performance standards, and communicating achievements to students, parents, and the wider school community.

Assessment is an ongoing process, integrated into everyday teaching to monitor each student's understanding and skills. We use a range of assessment methods—including formative, summative, and diagnostic tools—to gain a comprehensive view of each student's academic journey. This variety ensures that assessments are fair, balanced, and aligned with curriculum standards.

Reporting focuses on providing insights into each student's achievements, strengths, and areas for improvement. Our regular progress reports and parent-teacher meetings enable effective communication, helping students take ownership of their learning and set realistic goals. Through this policy, BPS Al Ain aims to foster a culture of continuous improvement, encouraging all students to reach their full potential.

2. Purpose

At BPS Al Ain, our Assessment and Reporting Policy adheres to ADEK guidelines by incorporating mandated external assessments to monitor student progress and achievement in alignment with educational standards in Abu Dhabi.

Aims:

- To enable students to demonstrate what they know and understand in their learning.
- To help our students understand their next steps.
- To allow teachers and teaching assistants to plan learning opportunities based on detailed knowledge of each student.
- To provide accurate and regular information to our families that will enable them to support their children.

- To provide School leaders, Governors and the DSIB with information that allows them to make judgements about the effectiveness of the school.

Teachers will:

- Provide continuous verbal and written feedback which identifies areas for celebration and next steps for learning.
- Act on assessment to inform planning for teaching and learning.
- Plan personalised learning opportunities.
- Design assessments which align with curriculum standards.
- Share assessment and next steps to enable children to know how to achieve the learning objectives.
- Promote inclusion.
- Provide a periodic summary through teacher assessment.
- Identify gaps in children's learning.
- Reflect on the quality of their provision.
- Implement strategies to accelerate progress.
- Measure against expectations outlined in the Curriculum.

Children will:

- Know what to do to improve.
- Know their strengths.
- Make progress.
- Be confident to take risks and love learning.

3. Planning for Assessments

At BPS Al Ain, assessment planning is thorough and structured to ensure that students are evaluated fairly and comprehensively. Our assessments are designed to cover the full syllabus, guaranteeing that students are tested on the complete range of knowledge and skills outlined. Each assessment

paper is tailored to be age-appropriate and aligns with the British curriculum standards, ensuring relevance and consistency in measuring student understanding.

To support balanced workloads, our assessment schedule is carefully constructed to avoid clustering CORE subjects, allowing students to perform optimally by providing a well-paced timetable. For secondary students, a designated seating plan is implemented to maintain a fair testing environment and minimise the potential for academic dishonesty. This approach helps BPS Al Ain maintain rigorous assessment standards and fosters a culture of integrity and accountability among our students.

4. Internal Assessments

At BPS Al Ain, our internal assessment strategy is designed to provide a comprehensive approach to evaluating student progress, in alignment with ADEK guidelines. Our internal assessments incorporate various methods that cater to diverse learning needs and are aligned with the curriculum, age, and purpose of each assessment.

EYFS

Rationale

At BPS Al Ain, student progress and attainment is closely monitored in the Foundation Stage in order to provide the best possible opportunities and support for all our children. All assessment activities aim to ensure that students are able to make at least expected progress in their learning whilst considering the needs of each unique child and their individual starting point.

Aims

- To enable our students to demonstrate their knowledge, understanding and skills.
- To enable the FS teachers to plan quality learning opportunities that accurately reflect the needs of each child.
- To help our students understand what they need to do to be successful in their learning.

- To report accurate and regular information to parents, which enables them to effectively support their child's learning.
- To contribute towards accountability data.

Assessment in the EYFS takes into account the criteria set out in the updated Early years foundation stage framework (2021). Assessments in the EYFS are captured through practical activity and observation when children are displaying high levels of engagement. Each child's learning journey is documented through photos, videos, samples of independent work, child voice and observations. Teachers target formal observations to a small group of focus children each week on a four weekly rolling basis. These observations inform planning, targets and next steps. In the moment observations are also captured daily. These observations are recorded in the children's online Learning Journal on Tapestry.

Baseline Assessments

Baseline assessments take place at the beginning of the academic year, once children have settled into school and have begun to build a positive, supportive relationship with teachers. They target key areas of learning in a play based and play based manner with teachers making a judgement about where the children are working.

Formative Assessments

Formative assessments are continuous and inform the planning of learning opportunities and activities and the children's next steps.

1. Short 'post-it' observations with photos
2. Leuven observations

Summative Assessments

During the summative assessment period we will use all the evidence collected through formative assessment, alongside our professional teacher knowledge of each child to make 'best fit' judgements about where each child is working in relation to expected attainment. At the end of each term all parents will receive their child's school report. These reports inform you about your child's progress, attainment and development.

Student Progress Meetings

Student progress meetings will be conducted following each assessment period to support teachers in making judgements regarding attainment and progress and analysing their class data. Moderation will take place to ensure accuracy and consistency across FS2 classes. The Head of EYFS will then support teachers in setting targets and actions to meet the children's individual needs.

Assessment of Early Learning Goals (ELGs)

Assessment is ongoing throughout the EYFS and the EYFS Profile is completed for each child at the end of the final term of FS2. The EYFS Profile is a summary of each child's attainment at the end of FS2 and it is shared with parents and Year 1 teachers as part of the transition process to enable them to plan and prepare accordingly for your child.

The EYFS Profile measures the child's attainment in 17 areas of learning known as the Early Learning Goals (ELGs). It is completed through teacher observation of children's learning and development as they participate in activities and planned observations where teachers spend time with an individual child or small group of children.

At the end of FS2, children will be given one of the following gradings:

- Expected: meeting the level of development expected at the end of EYFS
- Emerging: not yet meeting the level of development expected at the end of EYFS

On leaving the Early Years Foundation Stage at the end of FS2, a child is considered to have reached a good level of development (GLD) if they have achieved the expected level in the Early Learning Goals in all aspects of PSED, Physical Development, Communication and language, Literacy and Mathematics.

Year 1 teachers will be given a hard copy of each child's EYFS Profile to enable them to plan lessons and activities in Year 1 to meet the needs of all students. If a child is working below the level expected for their age, the school will focus on helping them catch up with their peers as they move into Year 1. This could be through one-to-one support from a teacher or teaching assistant, small-group work with children who have similar needs, or, where necessary, additional assistance, for example, from the school's inclusion team.

Key Stage 1

In KS1, day-to-day formative, evidence based assessment is used to inform teaching on an ongoing basis and allow the teacher to make evidence based decisions on what level of development the child is achieving based against age-related expectations

Baseline Assessments

Administered at the start of each academic year to establish a clear baseline of students' current knowledge and skills. These assessments help guide future instruction and identify areas that require additional focus.

Termly Assignments

Assignments are given per term to evaluate students' understanding of key concepts. These assignments offer valuable formative feedback, allowing teachers to adjust their instructional strategies as needed.

End of Unit Assessments

End of Unit assessments are conducted to monitor student progress regularly. These assessments allow teachers to identify trends in student performance and adjust teaching methods to address learning gaps.

End of Term Exam

The end-of-term exams are summative assessments that evaluate student progress at the conclusion of each term. These assessments will be written, covering the entire content taught during the term. The end-of-term 3 exam will be an end-of-year exam, covering all the topics studied throughout the year.

Key Stages 2, 3 and 4

Assessment methods may include selected/constructed responses, performance tasks, and project-based assessments aligned with the curriculum. Rubrics and grading criteria are shared with students to ensure transparency, and moderation processes are followed to maintain consistency in grading.

Baseline Assessments

Administered at the start of each academic year to establish a clear baseline of students' current knowledge and skills. These assessments help guide future instruction and identify areas that require additional focus.

Termly Assignments

Assignments are given per term to evaluate students' understanding of key concepts. These assignments offer valuable formative feedback, allowing teachers to adjust their instructional strategies as needed.

Quizzes

Quizzes are administered during the term to assess students' retention and understanding of the material. These quizzes serve as a quick check for understanding and help reinforce learning.

End of Unit Assessments

End of Unit assessments are conducted to monitor student progress regularly. These assessments allow teachers to identify trends in student performance and adjust teaching methods to address learning gaps.

Term Project

A project may be assigned once per term for a subject, encouraging students to apply their knowledge creatively and practically. It fosters critical thinking, collaboration, and independent

research, allowing students to explore key concepts in depth and demonstrate their understanding through meaningful outcomes.

End of Term Exam

The end-of-term exams are summative assessments that evaluate student progress at the conclusion of each term. These assessments will be written, covering the entire content taught during the term. The end-of-term 3 exam will be an end-of-year exam, covering all the topics studied throughout the year.

5. External Assessments

For external assessments at BPS Al Ain, we adhere to ADEK's policy guidelines, implementing assessments such as PTs, PISA, TIMSS, PIRLS, and IGCSEs for Year 11 students.

Mandatory Board Exams

Year 11 students are registered for IGCSE board exams to achieve high school equivalency, as per the UAE ministerial guidelines on school certificate equivalence. High-achieving students are encouraged to select advanced options for these exams, with recommendations communicated and documented with parents to support informed decision-making. While exam fees, including a nominal administrative charge, are covered by parents, study and examination leave are available as per ADEK's approval, allowing students adequate preparation time while marking these days as online attendance on the eSIS system.

At BPS Al Ain, candidates who have completed their IGCSE examinations receive their official IGCSE certificates in October. Prior to the release of the official certificates, students are provided with a provisional certification in August. This document serves as confirmation of the student's participation in the IGCSE examinations and includes important details such as their subject entries, examination schedule, and other relevant information.

ADEK Mandated Standardised Assessments

For ADEK-mandated exams at BPS Al Ain, we administer GL Assessments (CAT4s and PTs), along with PISA, TIMSS, and PIRLS as required.

Table 3. Mandatory SBA by Curriculum*

Curriculum	Sba Type	Mandatory Subjects	All Students in Target Grades
MoE	ACER – IBT	<ul style="list-style-type: none">• Arabic• Mathematics (Arabic version)• Science (Arabic version)	<ul style="list-style-type: none">• Grades 3 to 9
British	GL – PT series (PTE, PTM, PTS)	<ul style="list-style-type: none">• English• Mathematics• Science	<ul style="list-style-type: none">• Years 4 to 10

PISA (Programme for International Student Assessment)

Assesses students' readiness to apply knowledge and skills in real-world contexts, particularly in reading, mathematics, and science.

TIMSS (Trends in International Mathematics and Science Study)

Evaluates students' achievements in maths and science, benchmarking our students' proficiency against international standards.

IBT (International Benchmark Tests)

This assessment evaluates student performance in core subjects such as English, Mathematics, and Science, benchmarking their achievements against regional and international standards. The IBT results offer valuable insights for instructional adjustments and goal-setting.

PIRLS (Progress in International Reading Literacy Study)

Assesses reading comprehension at the primary school level, providing essential data to enhance literacy instruction.

The school follows ADEK's guidelines to administer these assessments, with full data integration on the eSIS system to support detailed tracking and analysis. Through consistent review and utilisation of assessment results, we drive instructional improvements and set high performance benchmarks across the school.

GL PTs

These standardised assessments measure students' attainment and progress in core subjects such as English, Mathematics, and Science. The results provide reliable data on individual and group performance, enabling teachers to track progress over time and identify areas requiring support or challenge. This data informs planning, differentiation, and targeted interventions to improve student outcomes.

GL CAT4s

These standardised assessments provide a baseline understanding of students' cognitive abilities across verbal, non-verbal, quantitative, and spatial reasoning. The insights gained from CAT4 results enable us to tailor instruction to meet each student's strengths and areas for development, supporting personalised learning and targeted interventions.

6. Commitment to Assessment Integrity

The moderation Process

At BPS Al Ain, reflecting and evaluating assessments is an essential practice to uphold our high academic standards. Each assessment paper is first screened by the Middle Leadership Team (MLT) and then reviewed by the Key Stage Heads, ensuring alignment with curriculum standards and relevance for students.

At BPS Al Ain, assessment moderation ensures fairness, consistency, and quality in evaluating student performance. Teachers and moderators begin by completing a pre-moderation form outlining key assessment guidelines. Post-assessment, teachers mark all papers and projects. Moderation is

conducted by peers and the MLT, who independently select 3-5 samples per class for review, ensuring unbiased evaluation.

Assessing teachers perform item analysis for their subject, providing a detailed breakdown of student performance, which is shared with moderators. A standard item analysis template is provided, and all data is compiled in Excel.

To ensure inclusivity, teachers work with the Head of Inclusion to make necessary adjustments, ensuring all students have a fair opportunity to participate in assessments. This rigorous process upholds the school's commitment to equitable and high-quality education.

The Invigilation Process

Invigilation protocols are followed strictly to maintain the integrity of summative assessments. Assessment results are analysed to inform teaching and improve learning outcomes for all students.

Proper Examination Conditions

To ensure that examinations are conducted in a credible and transparent manner, we provide appropriate physical conditions. This includes:

- Adequate lighting in the examination halls
- Sufficient desk spacing to prevent any opportunities for cheating - minimum 1.5 m
- A quiet and controlled environment to promote focus and concentration

Training of Exam Invigilators

Our examination invigilators are professionally trained to carry out their duties with integrity and fairness. They are equipped to identify any potential misconduct and take the necessary actions to prevent or address any issues during the examination.

7. Modifications to Assessments

Modified Assessments for Students of Determination (SoDs)

At BPS Al Ain, we are committed to ensuring that all students, including those of determination (SoDs), have equitable access to assessments. Our Inclusion Department plays a key role in modifying assessments to meet the specific needs of these students, ensuring they are able to demonstrate their learning in a fair and supportive environment.

Modifications may include changes to the format, length, or timing of the assessment. This could involve:

- Providing additional time for assessments.
- Offering oral assessments or alternative formats (e.g., written responses for students who struggle with fine motor skills).
- Adjusting the complexity or phrasing of questions to ensure clarity.

8. Using Assessment Data

At BPS Al Ain, we collect assessment data systematically, beginning with baseline assessments and followed by continuous assessments throughout the academic year. These assessments include termly projects, assignments, end of unit and end-of-term assessments, ensuring a comprehensive view of each student's progress.

The collected data is then entered onto a Progress Tracker and Paradigm, where it undergoes thorough analysis to identify trends, strengths, and areas needing improvement. Teachers use this analyzed data to develop action plans tailored to their students' learning needs. For students requiring additional support, individualised tasks and additional practice are provided to help them achieve academic targets. For Gifted and Talented (G&T) students, extended tasks and more challenging activities are designed to further stimulate their learning and meet their advanced needs.

This data-driven approach ensures that instruction is responsive and that each student receives the support or challenge necessary to reach their potential.

9. Examination Misconduct

At BPS Al Ain, we adhere to the Cambridge Examination Rules and Regulations, which set clear guidelines for examination conduct. We take examination misconduct and malpractice very seriously and have a strict policy in place to ensure fairness and integrity during assessments.

Examination Rules

We follow the official Cambridge guidelines for examination conduct, ensuring that all students are informed about the rules and expectations prior to each exam. These rules are communicated clearly, and students are expected to comply with them fully throughout the examination process.

Unacceptable Conduct

Examination misconduct, including any form of malpractice, is strictly prohibited. This includes, but is not limited to:

- Cheating or attempting to gain an unfair advantage, such as using unauthorised materials, devices, or notes during an exam
- Copying from other students or allowing another student to copy from one's own paper
- Disrupting the exam environment or engaging in inappropriate behaviour that disturbs others
- Falsifying or tampering with exam papers, answer sheets, or any related documents

Communication Devices

The use of communication devices, such as tablets, mobile phones, smartwatches, or any other electronic gadgets, is strictly prohibited inside the examination room. These devices must be left outside the examination hall or stored in a designated area before the exam begins. Any student found in possession of such devices during the exam will be subject to disciplinary action.

Zero Tolerance Policy

Misconduct or malpractice will not be tolerated and may result in severe consequences, including disqualification from the exam and possible disciplinary action by the school. Our aim is to maintain a fair and equitable environment where every student is given the opportunity to demonstrate their knowledge and skills honestly.

Preventive Measures

To prevent misconduct, all students are given a thorough briefing on the examination rules, including the prohibition of communication devices, and the consequences of malpractice before exams. We also ensure that invigilators are present to monitor the examination process closely and report any instances of misconduct. Any suspected malpractice is thoroughly investigated, and appropriate actions are taken in accordance with the Cambridge Examination Regulations.

By following these guidelines, we uphold the integrity of the examination process and ensure that all students are assessed fairly and equitably.

At BPS Al Ain, we adhere to the strict guidelines and regulations set forth by the Cambridge examination rules and the ADEK policy on examination misconduct. The integrity of the examination process is of utmost importance, and any form of misconduct or malpractice is deemed unacceptable. In line with the UAE's legal framework, including the Federal Decree Law No. (33) of 2023 concerning cheating and breach of examination systems, we ensure a transparent, fair, and disciplined approach to assessments.

Penalties for Examination Misconduct

In accordance with ADEK guidelines and the Federal Decree Law No. (33) of 2023, students found committing examination misconduct will be subject to the penalties stipulated in the ADEK Student Behaviour Policy. These penalties can range from warnings to disqualification from the examination, depending on the severity of the misconduct.

10. Security of Assessment Resources and Data

At BPS Al Ain, we prioritise the security and integrity of all assessment resources and data. In line with Federal Law No. (45) of 2021 Concerning the Protection of Personal Data and the ADEK Digital Policy, we ensure that all assessment materials, including instruments and confidential resources, are securely managed and protected. This includes safeguarding both individual student data and school-level assessment records.

We strictly adhere to protocols that prevent unauthorised access to or sharing of student assessment data. Under no circumstances will any student assessment data be shared with third parties without the explicit consent of parents and approval from ADEK.

Our staff is trained to handle assessment resources with the highest level of confidentiality, ensuring that all data is stored, processed, and accessed only by authorised personnel. This commitment to security ensures that we maintain the trust of our students and their families, while also complying with legal and regulatory requirements.

