



MAMOURA

BRITISH ACADEMY

MBA Assessment Policy

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Lead Professional	Assistant Principals - Assessment
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Rationale

At Mamoura British Academy we are committed to the use of assessment to help students achieve high standards, to make better than expected progress and to become lifelong learners. Assessment lies at the heart of the process of promoting students learning. It provides a framework within which educational objectives are set and students' progress expressed and monitored. This should take place in partnership with students. Assessments should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. In turn assessments will strengthen learning across the curriculum and enhance teacher's skills and judgements.

Policy References

This policy is written in conjunction with:

- ADEK Assessment Policy

Introduction

We aim for high quality learning and teaching; at the heart of this is effective assessment, underpinned by our growth mindset belief that all students can succeed.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

Aims

The aims of assessments and data capture are to enable:

- Teaching staff to respond accurately to the learning needs of each student and ensuring depth of learning and progress rather than pace
- Teachers to give ongoing support to enable all students to make progress
- Teachers to promote a coherent approach to marking, assessment, recording and reporting within phases
- Set appropriate targets inline with students indicators from CAT4 and ALIS
- Teachers to ensure progression and continuity of learning within the school and across the different phases of education
- Students to demonstrate what they know, understand and can do in their learning
- Students to have an active role in identifying their own learning needs and know how to improve their work
- Teachers to recognise and celebrate that progress is relative to each individual's starting point and that all students have the opportunity to display achievement in a variety of ways
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all students
- Data to be provided that is valid, robust, reliable and streamlined information for teachers, students, parents and other users, so that informed decisions can be made both inside the classroom and beyond
- For students to be able to achieve above expected outcomes in International Benchmarking Assessments in order to ensure they can compete with students on a global scale

Assessment Types

Formative Assessment

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise student achievement. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this and how they can achieve this aim (i.e. to close the gap in their knowledge and skills). Self-evaluation is a key component of assessment in the Academy. Students use rubrics, checklists or success criteria to evaluate their own work.

Formative Assessment is an assessment for learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Formative Assessment;

- happens during the learning
- helps to improve and enhance learning
- assists in growing learning
- completed with learners
- is personally referenced
- is focused in the process

Teachers should integrate the following AfL strategies into their Learning and Teaching, referring to the Teacher DNA Handbook and the DNA checklist for further support:

- Learning Objectives:
 - Clearly communicate at start of lesson/task
- Success criteria:
 - Set of criteria, agreed with children, determining exactly what is required for a particular task or assignment
- Effective Questioning:
 - More thinking time for students: e.g. think / pair / share
 - Encourage critical thinking through the use of deeper, open ended questions
- Formative Assessment:
 - Set against success criteria
 - Self-assessment / peer assessment /teacher assessment

Feedback given to students should be about the specific qualities of their work with advice on what they can do to improve and should avoid comparison with other students.

In the Middle and Senior School and in line with the Marking and Feedback policy, the expectation is that a Dedicated Improvement and Reflection Time (DIRT) Evaluation is completed every three weeks, where each department have their own adaptation of the DIRT sheet in order to support their subject development.

We give our students regular verbal and written feedback on their learning so that they understand how to make progress. Their involvement in the review process raises standards, and it empowers students to reflect on how to move towards their next steps in learning.

Summative Assessment

Assessment of learning (summative assessment) involves judging students' performance against MOE or British National Curriculum standards. Teachers make these judgements in alignment with the school's assessment calendar.

Summative Assessment is used mainly to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning. Examples of these are:

- end of topic/unit tests/project
- internal school examinations

- external examinations

Summative Assessment;

- happens after the learning
- proves learning has taken place
- assists in measuring learning
- is focused on the outcome

Formal Assessments

At Mamoura British Academy the formal assessments used are:

- GL Assessments
- CAT4
- Progress Test
- CEM Assessment
- ALIS
- BASE
- IBT Arabic
- ABT Arabic and Islamic Studies
- (I)GCSE – Pearsons Edexcel and Cambridge
- AS/A Levels - Pearsons Edexcel and Cambridge
- International Assessments: TIMSS / PISA / PIRLS

The objectives of assessment within the Academy are:

- to use suitable forms of assessment based on expectations which are clear, realistic and understood by the students
- to enable our students to demonstrate what they know, understand and can do in their work
- to ensure that all students experience challenge and a measure of success
- to help our students recognise the standard to aim for, and to understand what they need to do next to improve their work by allowing Dedicated Improvement and Reflection Time (DIRT) process to take place
- to use a range of assessment strategies to assess such as: verbal, interaction, questioning, observing, discussion, peer and self-assessment; to give equal opportunities to students with varied learning styles
- to enable students to develop skills that are needed to become effective learners
- to allow teachers to plan work that accurately reflects the needs of each student
- to provide constructive feedback to students, discuss weaknesses in student's learning and offer support strategy
- to provide regular information for parents that enables them to support their child's learning
- to provide the ELT & Middle Leaders with information that allows them to make judgements about the effectiveness of the school

Planning for assessment

The Academy endorses a wide spectrum of assessment methods, ranging from the informal to the formal such as;

- students self-assessment

- teacher-student interactions/verbal feedback
- home learning and course work
- end of topic / unit assessments
- formal internal tests
- formal externally set examinations

Year groups and departments use their schemes of work/long term plans and topic overviews to guide the teaching. In their schemes there are detailed plans of what students are learning along with the assessment criteria. This allows each subject to show the progression within their subject area.

Lessons are planned with learning objectives where they are based around the teacher's detailed knowledge of each student. Teachers strive to ensure that all tasks set are appropriate to each student's ability. The lesson plans indicate clear expected outcomes for each lesson. Teachers always share the lesson's learning objective with the students as the lesson begins. They also indicate the way in which the activity is linked to the learning objective and the success criteria against which the work will be judged. Students should have a clear understanding of the aims of their work and what steps they need to take to complete it successfully.

Teachers ask well-phrased questions and analyse students' responses to find out what they know, understand and to reveal their misconceptions. Teachers share the levelled rubrics/checklist/success criteria with students for either a unit of work/specific task.

Target Setting

A target will be generated at the start of each academic year for each student, core subject, subject and phase.

Lower School

Targets are set based on end of year data from the previous year, entry assessments, transition information and according to the needs of the student, they are aspirational yet achievable.

- In the EYFS, targets are set in the Prime areas: Personal, Social and Emotional Development (PSED), Communication and Language (CL) and Physical Development (PD). Foundation Stage 2 (FS2) set additional targets in Literacy and Mathematics.
- In Years 1-4, the targets are set in English, Mathematics, Science and MOE Subjects.

Middle & Senior School

To support the allocation of the students targets, the CAT4 assessments will generate an indicator for the academic year. The target generate must be a grade that is in-line or higher than the indicator.

A CAT4 assessment will be completed for Year 5, 7, 9 and 10 in week three which will generate the indicator and then staff will be able to look at all data from this point forward to generate a target for each student by the first week of October.

Heads of Department are expected to discuss the data during their line management meetings. This will be then compared against the cohorts' prior attainment and progress data to ensure challenge, celebrate successes and identify target areas.

Data collected

At Mamoura British Academy we want to ensure that we effectively track student's achievement, allowing for effective interventions and monitoring to support student progress.

Attainment Measures

English National Curriculum (ENC)

Students from Nursery up to Year 9 will use Learning Ladders and will follow the below grading criteria in line with the ENC and their Age-Related Expectations (ARE):-

MBA	
Below ARE	Children who are working more than a year behind their ARE
WT ARE	Children who are just about to be able to access ARE work
ARE Bronze	Children who have received support in the class tasks through having adapted work or support from a learning support staff
ARE Silver	Children who are independently meeting the expectations for their age
ARE Gold	Children who become masters in the topic that they are working on and always challenging themselves to complete the Gold tasks
Above ARE	A child working on work that would be taught in the year or two above

Students in **Year 10-11** will follow the 9-1 and letter grading criteria in line with the ENC for both Pearson Edexcel and Cambridge board examination.

GCSE Grading	
New Grading Structure	Old Grading Structure
9	A*
8	
7	A
6	B
5	
Standard Pass → 4	C
3	D
2	E
1	F
	G
U	U

Students in **Year 12 - 13** will follow the A – E grading criteria in line with the ENC and in Year 13 will be able to achieve an A* for both Pearson Edexcel and Cambridge board examination.

UCAS Tariff Points	A Level Grade
56	A*
48	A
40	B
32	C
24	D
16	E

Ministry of Education (MOE)

Students in **Lower, Middle** and **Senior School** will follow percentage grading criteria in line with MOE curriculum.

MBA	Y2-Y9	Y10-Y13	
Below ARE	0-29%	0-29%	Children who are working more than a year behind their ARE
WT ARE	30-39%	30-39%	Children who are just about to be able to access ARE work
ARE Bronze	40-49%	40-59%	Children who have received support in the class tasks through having adapted work or support from a learning support staff
ARE Silver	50-59%	60-69%	Children who are independently meeting the expectations for their age
ARE Gold	60-89%	70-89%	Children who become masters in the topic that they are working on and always challenging themselves to complete the Gold tasks
Above ARE	90-100%	90-100%	A child working on work that would be taught in the year or two above

Progress Measures

In order to measure students' progress, we will measure this from their baseline from the start of the academic year.

+2 or more grades from baseline	Better than Expected Progress
+1 grade from baseline	Expected Progress
0 or less from baseline	Less than Expected Progress

Internal Assessments

Students in Y5-Y13 will complete termly formal assessments which are timetabled as well as informal end of unit check points to ensure that all students are able to work on key areas to develop.

Accommodation and modifications are made to assessments that allow all students to access the assessments as their normal way of working.

External Assessments, Predictions and Benchmarking

The Academy will be complete a variety of assessments throughout the year.

GL Assessments:

CAT4

The Cognitive Ability test 4 is standardised assessment of developed ability and academic potential. CAT4 highlights students' strengths and weaknesses across 4 areas; Verbal, Non-Verbal, Quantitative and Spatial.

Students in Year 3, 5, 7, 9 and 10 will complete their CAT4 assessment in the third week of September which will give us their indicator.

Admissions will also use CAT4 assessment for any students who are applying for a place within the Academy.

Progress Test (PT)

PTE, PTM and PTS, Progress tests in Maths, English and Science, will provide the Academy with a clear understanding of student progress in each of the core subject areas. These will provide a comprehensive report for PLT/MSLT and teaching staff that allows us to compare to international benchmarks.

Students in year Y2-Y10 will complete the PT assessments during May/June.

PASS Survey

The PASS survey is used within the Academy to measure the Attitude of Students in Y4 -Y13. The survey provides the Academy with an insight into student's mind-sets. The assessment looks at 9 attitudinal factors including feelings about school, self-regard and perceived learning capability, as well as wellbeing and resilience. The results of the survey is used by the Director of School and Head of Years to work with key students to develop them in areas that are a concern.

Students will complete the PASS Survey during September/October.

ALIS

Alis stands for A Level Information System. It is an adaptive baseline assessment which empowers schools to unlock the full potential of students.

Specific to Phase 4, Alis helps the Academy gauge an objective perspective of students' strengths and weaknesses and see how they are likely to perform at A Level.

Students in Year 12 will complete their ALIS assessment in the third week of September which will give us their indicator.

IBT Assessments

The International Benchmark Tests are an internationally administered program of assessments to compare student performance in Arabic globally, between grades and over time. The IBT Tests are skill-based and they do not follow any single national curriculum, allowing students from all countries to be compared fairly.

The IBT tests are designed to assess proficiency in Arabic Reading, Grammar, Spelling and Vocabulary through multiple-choice questions in response to a variety of texts and situations.

The tests offer students and the Academy the opportunity to participate in a standardised Arabic assessment which can provide comprehensive diagnostic feedback and internationally benchmark performance against other schools in the Middle East. The tests are divided into two distinct categories to cater for both native and non-native speakers within the school community.

Students in year 4, 8 and 9 will complete the IBT Arabic during November/December.

IsBT

Islamic Benchmark Test (IsBT) is a High-quality online assessment for Islamic Education subject based on the framework of Islamic in the UAE. Students are assessed on the below elements of islam:

- The Holy Qur'an and Hadeeth
- Islamic values and Principles
- Islamic law and Etiquettes
- Seerah and Islamic figures
- Faith
- Identity and Belonging

Students in year 5 and 7 will complete the IsBT Arabic during November/December and May/June.

(I)GCSE Examination

The (International) General Certificate of Secondary Education is an English language based secondary qualification similar to the GCSE and is recognised in the United Kingdom as being equivalent to the GCSE for the purposes of recognising prior attainment.

Students in Year 10 and Year 11 will complete the assessments based on the timetable supplied by the examination boards.

We offer a variety of linear and modular (I)GCSE based on what the examination boards have on offer.

(I)A Level Examination

The International Advanced Levels is an English language based secondary qualification similar to the A Levels and is recognised in the United Kingdom as being equivalent to the A Level for the purposes of recognising prior attainment.

Students in Year 12 and Year 13 will complete the assessments based on the timetable supplied by the examination boards.

We offer a variety of linear and modular (I) A Level based on what the examination boards have on offer.

For the board examination students will be granted study leave for up to 4 weeks only where the school permit these on a case by case basis.

Summary of Assessments Administered

Assessment	When	Who	Type of Assessment
CEM Baseline	September and June	FS2	SBA
CAT4	September	Y3, Y5, Y7, Y9 and Y10	SBA
ALIS	September	Y12	SBA
PASS	September/October	Y4 – Y13	
Progress Tests	May/June	Y2-Y10	International Assessment
CAT4 Admissions	As needed	All students	SBA
IBT Arabic AFL/ASL	November/December	Y4, Y8 and Y9	SBA
IsBT Islamic	2 times per year	Y5 and Y7	SBA
(I)GCSE	Oct/Nov and/or May/June	Y10 and Y11	Board exam
(I)A Levels	Oct/Nov and/or Jan and/or May/June	Y12 and Y13	Board exam

How we use standardized assessments

The Standardised assessments (SBA) above are used as forms of assessments which provides us with an opportunity to make informed decisions with regards to planning, teaching and learning, admissions, student outcomes and progress.

All Staff

- Will have CPD on how to use GL assessments, interpret the data and how the assessments should be run effectively
- Will have access to the Individual Student Reports and Whole Year Group Report for CAT4
- Will be given the list of Key Students within each year group and how to support these students in lessons using the 'Implications for T&L' document from the student report
- Will develop clear planning for the Key Students using the outcomes of the assessments

All Students

- All student reports will be downloaded and accessible to staff on the shared area
- Year group reports will be downloaded and accessible on the shared area
- Key student reports will be emailed to all staff and made available on the shared area
- Key students will have the opportunity to have their report discussed with them through mentoring
- All parents will have access to the parent report to support what happens at home

Key Students

- Able, Gifted and Talented students will be identified using CAT4 results. They are identified if the mean SAS score that is 127 or more or if the students has a SAS score of 120 in 3 criteria (Verbal, Quantitative, Non-Verbal or Spatial)
- SEN students will be identified using the mean SAS score for a value less than 85
- These students identified in each year group will be shared with staff along with the 'Implication for T&L' on each student. The reports will be saved in the Whole School Teams area.

Examination misconduct

Students and parents are informed of the consequences to examination misconduct. Examination invigilators receive formal training to ensure that they are able to carry out their duty professionally and are able to identify potential cheating occurring.

Cohort on a Page

The Cohort on a Page document is a strategic tool designed to provide a comprehensive overview of student data, including CAT4, Salford Reading Age, PASS and key students. It is used at two levels within the school:

Year Group Level – Maintained by the Head of Year and/or Head of Department, this version presents a whole-cohort overview, highlighting trends, performance gaps, and areas of focus across the year group. It identifies key student groups including EAL, POD, and G&T ensuring targeted monitoring and support.

Class Level – Used by all teachers, this version focuses on the needs and profiles of students within each class. Key students, including those identified as EAL, POD, and G&T, are clearly indicated. Teachers are expected to monitor these students closely, record effective strategies that have supported their progress, and adjust planning as needed.

Both versions are working documents that must be updated after each data capture point to reflect changes in progress, attainment, and the impact of support strategies. Teachers should refer to the class-level document regularly to inform teaching and ensure it is available during lesson observations, ideally attached to lesson plans when relevant.

Moderation

At MBA we believe that moderation is important to ensure teacher judgements are accurate and consistent within school. CPD is delivered in the first term of every year and half-termly reminders and support given by Heads of Department/Heads of Year thereafter. The process is a review of the work of a sample of students in all core areas, from across the year group. Year Group Moderation takes place half-termly and Cross-Phase Moderation termly. Cross Academy Moderation is also encouraged throughout the academic year as well as further moderation sessions across the Aldar Network of schools to ensure alignment and consistency of standards. All moderation consists of a professional dialogue between teachers to confirm standards are being applied appropriately. Moderation documents are completed and kept as a record. Teacher judgments may then need to be amended if it is determined judgments are not in line with Curriculum guidance. Please see individual Subject Policies for further, and more specific, guidance on moderation.

Roles and Responsibilities

The Principal and PLT/MSLT will:

- Ensure there is a coherent strategy for the effective management of performance data (this will include noting which optional tests will be used and how and when data will be made accessible to staff);
- Provide all leaders with training on the interpretation and use of data to inform target setting and expectations to inform planning of teaching and learning;
- Ensure all performance management targets will impact positively on student progress;
- Recognise and celebrate the effort and success of students and staff;
- Meet with teachers to prepare and complete analysis of current data, celebrating strengths and identifying individual students' needs and focus groups.

Head of Departments or Heads of Year will:

- Analyse performance data in their curriculum area;
- Monitor progress of students and staff towards the targets at regular intervals;
- Evaluate outcomes with reference to international comparative data, focusing on trends over time, the relative performance of different groups of students, AGT, SEN, Gender, Emirati, EAL, vulnerable groups, and performance within and progress between key stages and performance compared to different subject areas;
- Use the data to accurately deploy resources and identify staff training need;
- Observe each year group and use this as part of their analysis to support target setting for their subject area.

Subject & Class Teachers will:

- Use and apply their data analysis and tracking training to ensure students are attaining at high standards and ensuring value added progress between years and key stages;
- Complete required tasks as set out on the reporting and assessment calendar;
- Have high expectations of all students progress over the academic year;
- Be aware of different groups of students and their relative attainment and progress against targets set, national averages and between groups;
- Encourage students to assess their progress towards their targets and help them understand what they have to improve;
- Ensure their planning for teaching and learning is based upon a crucial awareness of where students are in their learning and where they need to go next;
- Include opportunities for peer and self-assessment during weekly planning;
- Reward students upon achieving their targets;
- Involve TA's wherever possible to maximise progress;
- Report concerns about progress of individual student or groups of students to Head of Inclusion, HOY, HOD and DOS and subsequently SLT line manager to ensure these students receive early intervention;
- Ensure any student considered as an 'area of concern' (i.e. 2-3 sublevels below or beyond the expected level) should have copies of a recorded conversation with parents. A paper trail must exist in order for Inclusion to become involved;
- Report the progress of student against their targets to parents regularly as per assessment and reporting calendar;
- Use displays to model the use of target language WWW/EBI (AfL displays).

Students will:

- Use self-assessment to measure their progress against success criteria and their target;
- Understand how and why they are making progress;
- Support their peers by respectful and helpful feedback on their learning using success criteria (peer assessment);
- Know the levels they are Working At and Working Towards;
- Seek advice and help when they need it;
- Share their learning and progress with their parents/carers.

Review

This policy will be revised every 2 years or when required according to changes in policy.