

Assessment Policy 2026-2027



Written Date: January 2025

Review Date: September 2026

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Policy Rationale and Alignment

At PACE Modern British School, assessment is central to securing high standards, raising achievement and ensuring continuous improvement in teaching and learning. Assessment practices are fully aligned with the English National Curriculum, KHDA expectations and UAE National Agenda requirements. Rooted in our school philosophy to *Embrace, Empower and Evolve*, assessment is purposeful, inclusive and designed primarily to improve learning outcomes rather than simply measure attainment.

Assessment enables us to understand each pupil's starting point, celebrate progress and provide appropriate challenge and support so that all learners are well prepared for their next stage of education. Through clear learning goals, meaningful feedback and reflective practice, pupils are encouraged to take ownership of their progress, develop resilience and independence and confidently "Leave Their Footprint" within the school community.

Aims of Assessment

The assessment framework at PACE Modern British School aims to:

- Ensure pupils acquire secure knowledge, skills and understanding over time
- Measure progress accurately from baseline starting points
- Inform responsive teaching, intervention and enrichment
- Promote independence, resilience and reflective learning
- Provide meaningful information to parents and stakeholders
- Support compliance with KHDA inspection frameworks and National Agenda targets

Assessment supports pupils to *Embrace* learning through clear expectations, *Empowers* them by recognising strengths and next steps and enables them to *Evolve* academically, socially and personally.

Assessment Principles

Assessment at PACE is continuous, proportionate and embedded within high-quality teaching and learning. Judgements are based on a broad range of evidence gathered over time and across contexts.

We value:

- Assessment for Learning (AfL)
- Assessment of Learning
- Assessment as Learning

Students are actively involved in understanding their progress and identifying next steps. Assessment recognises academic achievement alongside personal development and promotes a growth mindset. All assessment practices are manageable, sustainable and focused on impact.

Assessment Procedures and Practice

PACE operates a balanced assessment model to ensure reliability, validity and consistency.

- **Day-to-Day Formative Assessment**

Formative assessment is embedded within daily classroom practice. Teachers use strategies including effective questioning, retrieval practice, observation, discussion, low-stakes quizzes and ongoing feedback.

These approaches enable teachers to adapt teaching in real time, address misconceptions promptly and provide appropriate support or challenge. Formative assessment ensures pupils confidently *Embrace* learning and build secure foundations.

- **In-School Summative Assessment**

Summative assessments take place at defined points, including end-of-unit, termly and end-of-year assessments, particularly within core subjects. Coursework, projects and practical tasks also contribute to summative judgements.

Outcomes are used to evaluate attainment, measure progress over time and identify trends, priority groups and areas for development.

- **Standardised and Benchmark Assessments**

PACE uses externally benchmarked assessments to ensure accuracy and support school improvement, including:

- CAT4 (Cognitive Abilities Tests)
- GL Progress Tests (English, Mathematics, Science)
- NGRT Reading Assessments
- ABTs and other KHDA-required assessments
- TIMSS and PIRLS (where applicable)

These assessments provide comparative data against UK and international benchmarks, support baseline setting and enable triangulation of teacher judgement. Question-level analysis informs curriculum refinement, intervention and enrichment planning.

- **Baseline Assessment**

Baseline assessments are conducted on entry to the school and at the start of each academic year. These establish starting points, inform target setting and support early identification of additional needs.

Standards-Based Assessment and Teacher Judgement

PACE operates a standards-based model aligned to the English National Curriculum. Pupils are assessed as:

- Working Towards Age-Related Expectations

- Working At Age-Related Expectations
- Working At Greater Depth

Teacher judgement is central and informed by classwork, assessment outcomes, observation, moderated evidence and standardised data. Judgements are recorded at agreed reporting points to ensure clarity and consistency.

Inclusion and Exam Access Arrangements

Assessment at PACE is inclusive and equitable. Diagnostic assessment identifies additional learning needs early and informs personalised pathways for SEND and EAL pupils.

Exam Access Arrangements (EAA) ensure fair access to both internal and external assessments. In collaboration with teachers and the Pathfinder team, arrangements may include:

- Additional time
- Separate seating
- Enlarged papers
- Reader or scribe support
- Use of technology
- Prompts
- Calculator use (where appropriate)
- Individual Learning Support Assistant (ILSA) support

Arrangements reflect normal classroom practice and documented support plans, including Individual Education Plans (IEPs). These measures ensure every pupil can demonstrate learning confidently and fairly.

Moderation and Quality Assurance

Moderation is integral to the assessment cycle and ensures accuracy, consistency and alignment with KHDA expectations.

- Internal moderation occurs regularly within and across phases
- Cross-school moderation within the PACE group strengthens consistency
- Work scrutiny and planning reviews monitor standards
- UK exemplification materials support accuracy

This robust quality assurance framework promotes professional dialogue, reflective practice and continuous improvement.

Tracking, Data Analysis and School Improvement

Assessment data is recorded using agreed school systems and reviewed termly through Pupil Progress Meetings. Leaders analyse individual and cohort performance to:

- Monitor progress against age-related expectations
- Identify underachievement and priority groups
- Evaluate the impact of teaching and curriculum provision
- Inform intervention and enrichment strategies

Data is used intelligently and proportionately to drive improvement without creating unnecessary workload.

Feedback and Reporting

Feedback is timely, purposeful and focused on improvement. It identifies strengths and clear next steps and may be verbal, written, whole-class, peer- or self-assessed, in line with the Feedback and Marking Policy. The impact of feedback on learning is prioritised over volume or frequency.

Parents receive clear, accurate and timely information through termly reports, consultation meetings and ongoing communication. Reporting reflects progress over time and outlines future targets.

Roles and Responsibilities

Teachers are responsible for implementing effective assessment practices, maintaining accurate records and providing high-quality feedback.

Subject and phase leaders monitor standards and analyse data to support improvement.

Senior leaders, including the Assistant Heads for Curriculum & Assessment and Teaching & Learning, ensure assessment aligns with curriculum intent, school priorities, KHDA inspection expectations and National Agenda requirements.

Review and Evaluation

This policy is reviewed annually to ensure alignment with KHDA expectations, curriculum developments and best practice in assessment. Continuous evaluation ensures that assessment at PACE Modern British School remains rigorous, inclusive and impactful in supporting all pupils to *Embrace, Empower and Evolve*.