



YASMINA
BRITISH ACADEMY

Assessment Policy

Overview

At YBA we use the Assessment Policy as an important tool to drive educational improvement, creating a culture of using data and evidence to evaluate and enhance the performance of students, staff, and the school as a whole. In a school environment as diverse as Yasmina, the standardization of assessment data equally allows for the establishment of a common ground to drive change and strive for outstanding outcomes for all. This policy sets out how we create a culture of assessment through the school from Nursery right through to Year 13.

Purpose

Defines expectations related to assessment: the evaluation, measurement, and analysis of academic readiness, learning progress, skill acquisitions, values/attitudes, and/or educational needs of students at YBA.

- Identifies where we implement high-quality internal and external assessment methods that use data-driven decision-making processes to inform teaching and learning and raise the level of student achievement.
- Specifies the ADEK-mandated external assessments which need to be implemented and used as indicators of student progress and attainment in the Emirate of Abu Dhabi.
- Explains how assessment data is analyzed, monitored, and shared with relevant stakeholders.

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Lead Professionals	Wendy Wortmann (Primary) and Robert Coultas (Secondary)
Signature(s)	
Approved by ELT	September 2025
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Rationale

The purpose of this policy is to establish a unified and consistent approach to assessment across Yasmina British Academy, ensuring alignment with ADEK requirements and international best practice. It aims to:

- Define expectations related to assessment – the evaluation, measurement, and analysis of academic readiness, learning progress, skill acquisition, values, attitudes, and educational needs of students at YBA.
- Identify where high-quality internal and external assessment methods are implemented, using data-driven decision-making to inform teaching and learning and raise student achievement.
- Specify the ADEK-mandated external assessments required to be implemented and used as indicators of student progress and attainment in the Emirate of Abu Dhabi.
- Explain how assessment data is analyzed, monitored, and shared with relevant stakeholders to support continuous improvement and accountability.

Assessments

Internal Assessments

2.1 At YBA we implement different forms of internal assessments throughout the school to ensure students have the opportunity to demonstrate their abilities in different ways, rather than solely relying on written assessments. These assessments include:

Type of Assessment	Description
Cognitive	<p>Evaluate reasoning and general thinking ability throughout each lesson, including question and answering, group discussions and use of mini whiteboards, flipped learning activities for Assessment for Learning.</p> <p>CAT4 assessments are completed for students in Year 3 and 5 yearly and any new students in Year 4 and 6. They are also completed in 7 and 9 which inform personalised target setting and planning for teaching and learning based on verbal, non-verbal, quantitative, and spatial reasoning.</p>
Diagnostic	<p>Identify student strengths, weaknesses, knowledge, and skills, which are often done via flipped learning activities, end of unit assessments, hot and cold tasks, in-class quizzes, homework tasks or the use of technology, such as Century Tech activities.</p> <p>Diagnostic assessment and personalised planning are used to inform intervention pathways or direct teaching and learning in the classroom to support students with any gaps in their knowledge and understanding of key topics.</p>
Placement	<p>Students are placed into appropriate courses/programs based on prior attainment or intervention.</p> <p>In primary, flipped learning empowers students to select their learning pathway for each lesson based on self-assessment and their readiness to complete the task.</p> <p>Throughout primary, EAL and CAT4 data is used to personalise learning pathways, ensuring that every student is supported and challenged appropriately.</p> <p>Students are set in Year 7 according CAT4 testing outcomes. This takes place during Term 1.</p>

	<p>Students in Years 8-11 re set based on their attainment and progress in Term 3 and via internal baseline assessment tasks during Term 1 of each academic year.</p> <p>Students in Post-16 are expected to meet minimum grade entrance to certain subject AL/iAL courses based on prior attainment. However, we have an inclusive intake so waivers are signed by students to access courses if they do not meet minimum expectations.</p>
Screening	<p>This is completed by the Inclusion team to determine need for assistance, interventions, or readiness. This may be appropriate for students with suspected additional learning needs so assessment, teaching and learning can be adapted and support appropriately.</p> <p>Screening test are completed by the inclusion team upon referral.</p>
Pre-assessments	<p>Teachers will establish baseline before instruction to measure a students current level so they may track progress over time and the impact of teaching and learning on student outcomes. Flipped learning further teachers to assess students' starting points at the beginning of each lesson, establishing a baseline from which to track progress and measure the impact of teaching and learning on outcomes.</p> <p>Baseline assessment takes normally take place in Term 1 to support with the placement of students in the correct teaching sets.</p>

2.2 Formative Assessment

Formative Assessment is used for ongoing, regular assessment opportunities in lessons to measure and track student progress through variety of evidence (observations, written outcomes, discussions) from individual lessons. Feedback is shared with students verbally in real-time, and through application of the YBA Marking and Feedback Policy, which includes peer/self assessment, purple pen editing and challenging tasks and DIRT activities to allow students to improve their work based on the verbal and/or written feedback they receive. Outcomes are shared with students/parents by their class teacher/subject teachers via communication tools such as conversations with students, phone calls home, awarding of house points and detailed conversations at Parent Teacher Conferences (PTCs).

Formative assessment is adapted to support students with learning needs to achieve their potential in accordance with the YBA Inclusion Policy. This includes:

- Differentiated tasks
- Additional time to respond
- Adapted equipment for use in lessons
- Access to digital device to support learning if required
- Personalised DLPs targets

Subject target sheets are kept at the front of core books for students to reference, with achieved targets dated and new ones set to guide their learning journey. Target rubrics are shared with each student in Years 7-13 at the start of each term. These contain their YBA targets, which are aspirational/challenging targets informed by students CAT4 mean SAS. Each student therefore receives personalised targets based on their own ability profile, which informs their next steps of learning and the planning for personalisation of learning sequences/opportunities of teachers in lessons.

As a High Performance Learning school, we actively foster student agency by empowering learners to take ownership of their progress through regular goal setting, self-assessment, and reflection on learning outcomes. Students are encouraged to engage critically with their target sheet, personal learning goals, and feedback, identifying strengths and areas for development in collaboration with their teachers. This process promotes metacognition, independence, and resilience, ensuring that every student understands their learning journey and is equipped to take purposeful steps towards achieving their full potential.

Assessment for learning is a clear expectation for all teachers as outlined in the YBA Teaching & Learning Policy.

2.3 Summative Assessment

Summative assessment in primary, takes place at the end of teaching and learning cycle, through end-of-unit assessments in core subjects and a 'Wow Write' in English, in all year groups to showcase the learning, knowledge, and skills gained; these are then moderated where teachers work together to review and agree standards to ensure consistency and accuracy in assessing student levels. In Secondary, summative assessment is used to evaluate learning at the conclusion of unit, course, or year, and often involves written, reading and/or speaking assessments. A grade or score is normally issued to inform a report or exam outcome. Various methods of summative assessment include (constructed response, projects)for needs, analysis of results, rubrics, moderation protocols, and integrity protocols.

Summative assessments will normally be timetabled within the last two weeks of each term to provide a judgement on student progress and attainment, and to measure the impact of teaching and learning. Such assessments are used alongside other marked pieces that have been tracked throughout the year, and the teacher's professional opinion, to inform the grade award that appears on the academic report for each student.

All summative assessment papers will follow a moderation process that includes the department and senior leadership teams where appropriate. This ensures appropriate level of challenge and ensures the papers align with the curriculum taught.

Students are prepared for all summative assessments through teaching and learning in the classroom. Topics lists are shared with students for each subject via their Seesaw/Teams pages and communicated home via the Curriculum Road Maps and YBA Curriculum Booklets.

Summative assessments for students in Years 10-13 are timetabled in accordance with external and exam board assessment timetables to ensure students have appropriate opportunity to prepare.

All internal summative assessment papers are created by the subject Head of Department, or an appointed member of the team. The papers are stored safely in a locked cupboard to maintain integrity and an ethical administration of the assessments. The actual assessments papers are not shared for use by staff with their groups in preparation of the assessment.

The frequency at which assessments are completed in CORE and MOE subjects are mapped carefully throughout the academic year across all phases to allow us to make accurate progress and attainment judgements that inform planning, reporting and intervention strategies (see Appendix B).

Quality Assurance and Moderation

Regular and robust moderation occurs half termly at Yasmina British Academy in order to ensure the accuracy of assessments. External assessments are also used to inform judgements. The minimum moderation expectations for year groups are detailed below:

- Half term year group moderation takes place in teams.
- Individual moderation in termly pupil progress meetings.
- At least twice per year wider school moderation.
- One external moderation per year.

Assessment papers are created and checked by leaders within each department. These are then checked by senior leaders as part of the process to ensure students access assessment papers that are appropriately challenging and that align with the curriculum that has been delivered.

Time is afforded to departments as part of our internal school calendar to complete standardisation of marking to ensure accuracy and consistency in marking internal assessment papers. This ensures we award grades that are fair and consistent for each student, and to

internally track student performance, including predicted grades for external examinations, to inform curriculum, teaching and learning planning.

Academic Grades

Academic grades are awarded to measure the performance of each student against official British National Curriculum and MOE Curriculum standards and learning outcomes. Grades awarded reflect student outcomes at each particular point in time according to our internal 7 Classification: General Internal Purpose tracking and monitoring systems which are detailed in our YBA Student Performance Reports Policy.

Student academic grades are awarded each Term in accordance with ADEK requirements. All grades are moderated through a rigorous quality assurance process in each subject, led by the Head of Department and reviewed by the Senior Leadership Team. These grades are then entered directly in the Electronic School Information System (ESIS) by the school Data Manager at each entry point, four times each year according to externally set deadlines in October, January, April and July.

All other components of student academic progress and achievement are reported home in accordance with the YBA Student Performance Reports Policy. Attainment grades reported are purely based on academic outcomes, other data is reported separately e.g. attendance.

All students are taught in mixed-ability groups for all lessons from FS1 to Year 6. Academic grades are used to inform the setting process in Maths and English as appropriate in Years 7 to 11. Setting allows for appropriate level of challenge across these specific subjects and to vary the curriculum accordingly to meet the needs of all students and their abilities. Sets are reviewed after each Term as part of the data collection process. Please refer to Appendix C for details on how each CORE subject determines their sets.

External Assessments

3.1 A range of external assessments are accessed as a requirement of YBA as a British Curriculum School operating in the Emirate of Abu Dhabi in the UAE. These include:

Type of Assessment	Description
Phonics Screening	Year 1 phonics screening is conducted by the class teacher to ensure consistency and alignment with global standards.
Standardised Benchmark Assessments	Annual assessments by external providers are GL Assessments. See point 3.5
International Assessments	Periodic external assessments. Namely PISA, TIMSS and PIRLS. These are mandatory for all private and public schools in the UAE as part of the National Agenda. See point 3.6
Board Exams	High stakes standardized assessments set by exam boards linked to the English National Curriculum. This includes GCSE/iGCSE, A-Level/iA-Level and BTEC examinations. See point 3.2

3.2 Board Exams

The Board Exams we offer include:

- Year 10 & 11 (Phase 3) - GCSE/iGCSE linear and modular pathways, and BTEC Level 2 qualification entry in certain subjects.
- Year 12 & 13 (Phase 4) - A-Level and iA-Level linear and modular pathways, and BTEC Level 3 qualifications entry in certain subjects.

The specific pathways vary according to each subject across each phase. These pathways are communicated with parents and students via the Options Evening events, and are detailed in the YBA Y9-11 Curriculum Booklets and Post-16 Prospectus. (see Appendix D).

Student exam board entry is monitored by senior members of staff to ensure all students maximise their chances to satisfy the requirements for obtaining high school equivalency according to the latest UAE ministerial resolution concerning the system of equivalence of school certificates. This ensures all students are supported with the best possible chance of passing their Year 11 and Year 13 studies.

All eligible students are registered for board exams as required. We encourage the highest level entry for each student based on their prior attainment and the specific qualification. This is done

in consultation with parents throughout the entry process via Parent Teacher Conferences and communication from the relevant Head of Department. Parents have the final say on the entry level for which a student is entered when paying the exam fees.

Exam fees are shared with parents via the school website as required by ADEK. Exam fees include a small administration charge that covers the processing of documents. Invoices are shared with parents as entries are confirmed.

We are committed to exploring online examination pathways and have implemented onscreen iGCSE English modular examinations to make assessments more accessible for our students. As part of our wider whole-school sustainability practice, we actively promote reduced paper usage through digital reporting systems such as iSAMS, ePraise, SISRA, and our Parent App - Aldar Live, alongside the use of electronic feedback and digital student portfolios where appropriate. These initiatives reflect our commitment to more environmentally responsible, efficient, and innovative assessment approaches that enhance both teaching and learning outcomes. In alignment with ADEK's Digital Policy, we also prioritize the development of students' digital literacy, ensuring they are confident, capable, and responsible users of digital tools within assessment and learning contexts.

3.3 Study leave

Study leave is provided for students in Year 11 and Year 13 only that are completing board examinations, in accordance with permissions obtained from ADEK, up to a maximum for 4 weeks per academic year. During this time, attendance is marked as 'online attendance' on the schools internal iSAMS system and externally on the Enterprise Student Information System (eSIS).

Any study leave applied to students in Years 10 and 12 will be at the schools discretion according to iGCSE/iAL modular examination calendars.

Study leave is not permitted for any other year groups or assessments beyond external board examinations.

3.4 Examination Leave

Examination leave is applied when a student may be completing a board or pre-collegiate examination that we are unable to hold on the school premises, pending approval from ADEK. Permission to seek approval from ADEK will be considered on a case-by-case basis by the school, in conjunction with the parent.

3.5 Standardised benchmark assessments

These are administered as mandated by ADEK, in accordance with the ADEK External Assessment Guide Requirements: The External Assessment Guide.

GL Assessments

These are standardised benchmark assessments that are administered annually to all our students from Years 2 to Year 10 for Maths, English and Science. The assessments are:

- Completed on devices within an allocated window that normally takes place within May and June each year, as directed by ADEK assessment window.
- The results of the assessments allow school to review the impact of their teaching on student skill development across Maths, English and Science, which assesses literacy, problem solving and reasoning.
- Make-up dates offered to ensure any students absent from school on the date of the assessment have an opportunity to sit the assessment at another time.
- All exemptions from an assessment must be approved by ADEK, with written requests submitted to the school for consideration before the first assessment of the series is completed.
- It is expected that all students attend school and complete the GL Assessments within the confirmed assessment window.
- Results are reported to ADEK annually for tracking on eSIS and monitoring of school and student progress.

Students are prepared for GL Assessments throughout the year through:

- Lesson content and delivery - detailed subject curriculum plans which are applied through the teaching and delivery of lessons.
- Century Tech - AI Technology assigned to students that for a personalised learning experience, which provides timely feedback and develops key skills associated with the GL Assessments.

In Secondary, parents are prepared for GL Assessments through information sharing via online and in-person information meetings to explain the process and purpose of the assessments. They are responsible for supporting students to attend school and ensuring they arrive on time to school at the start of each day of an assessment.

ABT Assessments

ABT Assessments are benchmark tests for Arabic and Islamic which involve a set of online evaluations for students to measure progress in the Arabic language and Islamic studies. These assessments track skills in reading, writing, listening, and speaking, aligning with regional and international standards to promote Arabic identity and improve educational outcomes. The assessments are:

- Administered to Years 3, 6, 7, 8 & 9
- Are conducted using a dedicated online platform
- Occur three times a year
- Students receive individual reports directly from the ABT assessment board 11 Classification: General Internal Purpose
- Schools get overall reports to track progress and compare with other institutions
- The data generated helps measure students' skills against both internal school benchmarks and external international standards, informing action planning in each department.

3.6 International Assessments

These allow for countries to compare student achievement against international benchmarks. The assessments YBA is required to administer as a British Curriculum School operating in Abu Dhabi, and representing the UAE are:

Name of Assessment	Description	Year Groups	Next Assessment Sitting	Targets
PIRLS	Global benchmark assessment for reading comprehension/literacy	Year 5	Occur every 5 years – next due May 2026	594 High
TIMSS	Global benchmarks for Science and Maths expected age-related achievement	Years 5 & 9	Occur every 4 years – next due May 2027	Grade 4, Maths: 559 High Grade 4, Science: 553 High Grade 8, Maths: 550 High Grade 8, Science: 552 High
PISA	Standardised test in Maths, Science and Literacy to evaluate application of knowledge to real-life problems and challenges – application of reason	15 years of age – normally associated with Years 9, 10, 11 & 12	Occur every 3 years – next due May 2028	Science: 547 Maths: 509 Reading Literacy: 498

*All costs of entrance for these International Assessments are covered by the school, so no charge is expected from parents for entry.

The key information associated with each of these assessments are:

- Students are selected at random to complete the assessment, the lists of which are assigned by ADEK.
- All assigned students must complete the assessment as requested. 12 Classification: General Internal Purpose
- We prepare and support parents and students ahead of the assessment through parent information sharing meetings and student preparation sessions.
- Schools are set targets based on previous years performance outcomes.

Detailed action plans are created to focus on specific targets and development areas based on the previous school report.

- School reports inform whole-school planning and development of curriculum and teaching/learning practice in the classroom, including target setting.
- Individual student performance is not reported as part of the report - only school performance is provided to the school by the external body.

We are therefore unable to share student reports with the wider school community, only whole-school performance.

3.7 Examination Board and International Assessment Data

This is reported, analysed and reviewed to inform planning for improvement by:

- All results are reported to ADEK via eSIS and recorded in the mandated ADEK Data Spreadsheet.
- Results data is reviewed, including the Question Level Analysis Report (QLA) by Heads of Department immediately following each exam series to reflect on achievements and inform planning for improvements in teaching/learning and the curriculum delivery.
- Heads of Department are held accountable for international assessment results through line management with Senior Leaders and through the Raising Attainment and Progress (RAP) process in Years 10-13.
- Results success is celebrated with the school community through events such as results days and assemblies, and via social media platforms.
- Results inform the Academy Improvement Plan and Self Evaluation Frameworks to inform key targets areas for school improvement, and inform curriculum design, teaching and learning practice and staffing models.

Accomodations and Modifications

Students with additional needs shall receive accommodation aligned to normal classroom practice, in line with ADEK Inclusion Policy.

Students with additional needs are provided the support required in accordance with their Documented learner Plan, as administered by the Inclusion department, in accordance with the ADEK Inclusion policy.

Student additional needs and provision records are stored and updated accordingly by the inclusion team. Information is shared with staff to ensure students receive any additional provision

they are entitled to, as per the YBA Inclusion Policy.

Teaching and invigilation staff are trained and briefed on guidance offered by ADEK to ensure ethical standards, protocols and practice are applied to the application of all GL assessments. This is closely monitored by Senior Leaders when applied in practice during the assessment window.

Exam Access Arrangements are taken into consideration for any ALN student that has demonstrated a 'history of need'. Historically, families in this situation may have been referred for a comprehensive psychological assessment, including a full written report. However, under the revised guidelines issued by the Joint Council for Qualifications (JCQ), secondary school students who require exam concessions are no longer required to undergo a full psychoeducational evaluation or obtain a detailed diagnostic report.

If the necessary assessments are conducted by a UK-registered specialist Access Arrangements assessor and the student meets the eligibility criteria for concessions, the school can submit the required application using Form 8 and the assessors report via PAAO online application service. We have several trusted providers that can offer this service, and the Head of Inclusion is able to share further details when required.

Invigilation training is provided annually to the Inclusion team to ensure ethical protocols are adhered to in line with exam board guidance and JCQ guidelines.

Interventions

Schools must develop Documented Learning Plans (DLPs) and tiered interventions, involving students, parents, teachers, and specialists where appropriate.

We recognize that not all students with ALN need the same type or frequency of support and that some student's needs are effectively met in the classroom through quality first teaching strategies. When a student has an identified or diagnosed disability or learning needs, the school allocates them a tier according to the support needed.

Students who are identified as having an additional learning need via the identification process will be allocated to a Tier. Tier 1 students with a CAT4 score lower than 87 have a Pen Portrait, which identifies strategies to be used linked to the batteries they scored lowest within. Tier 1 students are monitored regularly from discussions with classroom teachers and assistants. Students at Tier 2 and Tier 3 have a Documented Learning Plan which is reviewed termly. Both documents are constructed through a collaborative approach between teachers, parents and the student themselves, with the input for external professionals where appropriate.

Documented Learner Plan meetings are scheduled periodically, with an action plan and review date identified at the start and end of academic term. Within DLP meetings, parents, students and

inclusion staff adopt a student centred approach to identifying the most appropriate targets for the coming term. Termly reviews provide an opportunity to reflect on the impact of support given and make any required adjustments. Annual reviews are held for students at Tier 2 and Tier 3, as well as any others who have support from an Individual Assistant.

Termly assessment data is used to inform tiered academic intervention strategies designed to support student attainment and progress. Students making below expected progress are identified and assigned a Tier based on the level of need. Communication home is made for any students identified as in need of targeted intervention each Term as per the YBA Intervention Policy.

Examination Misconduct

Schools shall follow Federal Decree Law No. (33) of 2023. Students must be educated about honesty and integrity in all assessments, with proper examination conditions maintained, invigilators trained, and any form of academic misconduct addressed in line with ADEK policy.

Examination expectations, procedures and conduct of students are all outlined in the YBA Examination Handbook. This document is updated annually and shared with parents and students, at which time they are expected to sign to acknowledge they understand the information shared. The handbook clearly details school and exam board expectations alongside JCQ Information for candidates sitting board examinations and the associated code of conduct (See Appendix E).

Integrity measures are explicitly enforced; any instance of cheating, plagiarism, malpractice, or breach of examination regulations is thoroughly investigated and subject to disciplinary action as per ADEK and examination board procedures. Students and parents are supported to understand these expectations through online parent meetings and Tutor Time assemblies led by the Assistant Principal and Examinations Officer in the lead-up to each external examination series.

Security

We take security very seriously at YBA, so the application of the YBA Digital Policy is followed to ensure security of assessment resources and data, in line with Federal Law No. (45) of 2021 and ADEK Digital Policy.

External and International Assessment material is stored in a safe, located in a secure area of the school, as per official JCQ guidelines and expectations. Any changes to the guidance is monitored and reviewed in conjunction with relevant exam boards and assessment bodies, with full security checks and records stored safely for inspection purposes. Exam board inspections are completed annually to ensure we are fully compliant with JCQ Guidance as a accredited and fully certified examination centre.

Student data is stored within our information management system iSAMS for safe keeping. All links to other platforms, such as ePraise and SISRA, have received relevant approval from Aldar HQ in accordance with internal data and security process and procure, that ensure all due diligence has been completed to safeguard our school community.

The school does not share any student assessment data with any third parties without consent from parents or approval from ADEK.

Monitoring and Evaluation

The YBA Assessment Policy is reviewed annually to ensure it fairly reflects school practice and alignment with ADEK guidance and policy.

The effectiveness of the policy is reviewed in line with the Summer internal and external exam data and results as a measure of its relevance and effectiveness. This process is overseen by the Assistant Principals for Curriculum and Achievement in Primary and Secondary, in collaboration with the Extended Leadership Team including the Executive Principal and Head of School.

Compliance

This Assessment Policy has been deemed to be fully compliant with the ADEK Schools Assessment Policy effective from the start of Term 1 of AY 2025/26.

Appendix A: Mandatory SBA by Curriculum

Curriculum	SBA Type	Mandatory Subjects
MoE	ACER – IBT	Arabic, Mathematics (Arabic), Science (Arabic) Grades 3–9
American	NWEA – MAP Growth	English (Reading & Language Usage), Mathematics, Science Grades 3–9
British	GL – PT series (PTE, PTM, PTS)	English, Mathematics, Science Years 4–10
Indian	Ei – ASSET or ACER – IBT	English, Mathematics, Science Grades 3–9
International Baccalaureate	NWEA – MAP Growth or GL – PT or ACER – IBT	English, Mathematics, Science Grades 3–9/Years 4–10
SABIS	NWEA – MAP Growth or GL – PT or ACER – IBT	English, Mathematics, Science Grades 3–9/Years 4–10
Other English Medium	NWEA – MAP Growth or GL – PT or Ei – ASSET or ACER – IBT	English, Mathematics, Science Grades 3–9
Non-Arabic/English Medium	SBAs appropriate or National Exams	English, Mathematics, Science Grades 3–9 (if available)

- Federal Decree Law No. (18) of 2020 Concerning Private Education
- Federal Decree Law No. (31) of 2021 Concerning the Penal Code
- Federal Decree Law No. (45) of 2021 Concerning the Protection of Personal Data
- Federal Decree Law No. (33) of 2023 Concerning Cheating and Breach of Examination Systems
- Organising Regulations of Private Schools in the Emirate of Abu Dhabi (Resolution No. 26 of 2013)
- UAE School Inspection Framework 2015-2016

Appendix B: Frequency of Assessment by CORE & MOE Subjects

A robust assessment calendar for English, Maths., Science, Arabic, Islamic and Social Studies across all phases allow us to make accurate progress and attainment judgements.

English – Primary

Reading

	Baseline	Half Termly	End of Year
Early Years	<ul style="list-style-type: none"> Nursery and FS2 – observations recorded on Seesaw against development matters framework. FS2 phonics assessment. Oxford Owl assessment. 	<ul style="list-style-type: none"> Nursery and FS2 – observations recorded on Seesaw against development matters framework. FS2 a phonics assessment every 6 weeks. 	<ul style="list-style-type: none"> Nursery and FS2 – observations recorded on Seesaw against development matters framework. Phonics assessment for all Nursery and FS2 children.
Key Stage 1	<ul style="list-style-type: none"> Year 1-2 Phonics Assessment Year 2 Upwards Star Reader Assessment Oxford Owl Assessment 	<ul style="list-style-type: none"> Year 1 phonics assessment every 6 weeks, plus Year 2 children who have not yet achieving a pass rate on the phonics screening test. Year 2 Upwards Star Reader Assessment End of Term 1 NGRT assessment 	<ul style="list-style-type: none"> Year 1 phonics screening, plus those in Years 2 that have not yet achieved a pass mark. Year 2 Upwards Star Reader Assessment End of Term 3 NGRT assessment Year 2 upwards GL Assessments
Key Stage 2			

Writing

	Baseline	Half Termly	End of Year
Early Years	<ul style="list-style-type: none"> Nursery and FS2 – observations recorded on Seesaw against development matters framework. WOW writing task assessed against year group criteria. 	<ul style="list-style-type: none"> Nursery and FS2 – observations recorded on Seesaw against development matters framework. WOW writing task assessed against year group criteria. Ongoing assessment of cross-curricular writing against year group criteria. 	<ul style="list-style-type: none"> Nursery and FS2 – observations recorded on Seesaw against development matters framework. WOW writing task assessed against year group criteria. Ongoing assessment of cross-curricular writing against year group criteria.
Key Stage 1	<ul style="list-style-type: none"> WOW writing task assessed against year group criteria. Weekly spellings following year group progression document. 	<ul style="list-style-type: none"> WOW writing task assessed against year group criteria. Ongoing assessment of cross-curricular writing against year group criteria. Weekly spellings following year group progression document. 	<ul style="list-style-type: none"> WOW writing task assessed against year group criteria. Ongoing assessment of cross-curricular writing against year group criteria. Weekly spellings following year group progression document.
Key Stage 2			

English – Secondary

A robust assessment calendar for English allows us to make accurate attainment and progress judgements.

	Baseline	Half Termly	End of Year
KS3 7,8,9	Proficiency tests and Transactional baseline tests for new intake students.	Year 7 T1A: Language Paper 1 Section A T1B: Language Paper 1 Section B T2A: Literature Paper 2: Shakespeare T2B: Literature Paper 1: Poetry T3: Literature Paper 1: Holes Year 8 T1A: Literature Paper 1: Holes T1B: Language Paper 1 Section T2A: Literature Paper 1: Poetry T2B: Language Paper 2: Imaginative Writing T3: Literature Paper2: Shakespeare Year 9: T1A: Language Paper 1 Section B T1B: Language Paper 1 Section A T2A: Literature Paper 1: Poetry T2B: Literature Paper 2: Shakespeare T3: Literature Paper 2: Shakespeare	End of term Assessments. Year 7 - 9 GL Assessments
KS4 10, 11	New intake students are given a proficiency test. No baselines for existing students as EOY data is utilised for pathway adjustments including external Yr10 results for Yr11	Year 10: T1A: Macbeth CW T1B: Language A P1 Section A T2A: Prose: OMAM T2B: Language A P1 Section B T3A: Language A P1 Full Paper T3B: Language A P2 Poetry & Prose	Year 10: GL Assessments External modular board examinations -English Language Paper 1 (Year 10) English Language ESL exam (Year 10) for selected cohort as part of personalised pathway.
		Year 11: T1A: AIC CW T1B: Prose: OMAM T2A: Unseen & Poetry Anthology. Language A Full Paper Section A & B T2B: Language A Paper 2 Full Paper T3A: Interleaved Revision of Unseen Poetry, Anthology Poetry, Modern Prose, Language Paper 1, Language Paper 2	Year 11: external modular board Paper 2 (Year 11) and English Literature (Year 11). ESL exam (Year 11) for selected cohort as part of personalised pathway.
KS5 12, 13	NA: Midway checkpoint assessments in T1A	Year 12: Term 1A Paper 1 for Lit and Language January Modular Exams for all classes Paper 1 Yr12	Year 12: Summer series: Paper 2 for both Lit and Language
		Year 13: Term 1A Paper 4 for Lit and Paper 3 for Language January Modular Exams for all classes Paper 3 Yr13 Lang, Paper 4 Yr13 Lit including any retakes of Paper 1 and 2	Year 13: Summer Series: Paper 3 for Literature and Paper 4 for Language

See also the [English Assessment Schedule](#)

*Internal MOCK exams are completed in English for modular pathway students as follows:

- Key Stage 4: January exam series in Year 10 and Year 11. (External board exams take place as part of the May/June Exam series in Years 10 & 11).
- Key Stage 5: November exam series in Year 10 and Year 11. (External board exams take place as part of the January and the May/June Exam series in Years 12 & 13). Full details of the course and associated assessments are detailed in the Key Stage 4 and Key Stage 5 prospectus.

Maths - Primary

A robust assessment calendar for Maths across all phases allow us to make accurate progress and attainment judgements.

	Baseline	Half Termly	End of Year
Early Years	<ul style="list-style-type: none"> Nursery and FS2 – observations recorded on Seesaw against development matters framework. 	<ul style="list-style-type: none"> End of unit White Rose Assessments. End of term assessments Arithmetic and reasoning. Nursery and FS2 – observations recorded on Seesaw against development matters framework. 	<ul style="list-style-type: none"> Nursery and FS2 – observations recorded on Seesaw against development matters framework. FS2 Age-Appropriate Practical Math End of Year Assessment.
Key Stage 1	<ul style="list-style-type: none"> Year 1 Age-Appropriate Practical Math Baseline assessment. Year 2 End of previous year White Rose Term 3 Assessment 	<ul style="list-style-type: none"> End of unit White Rose Assessments. End of term assessments Arithmetic and reasoning. Century Assessment Year 3 Upwards 	<ul style="list-style-type: none"> End of term 3 assessment white rose. Year 2 upwards GL Assessments Century Assessment Year 3 Upwards
Key Stage 2	<ul style="list-style-type: none"> End of previous year White Rose Term 3 Assessment 		

Maths - Secondary

	Baseline	Half Termly	End of Year
Key Stage 3 (Years 7, 8, 9)	<ul style="list-style-type: none"> Baseline assessment in Year 7 EOY Data for Year 8 & 9. Baseline assessment for new students. 	<ul style="list-style-type: none"> End of unit review tasks throughout each half-term, with an end of Term assessment paper. 	<ul style="list-style-type: none"> Year 7, 8 & 9 end of year Assessment Year 7 - 9 GL Assessments
Key Stage 4 (Years 10, 11)	<ul style="list-style-type: none"> EOY Assessment Data from previous year acts as baseline for Year 10 & 11 	<ul style="list-style-type: none"> Termly in-class assessment using past exam papers. 	<ul style="list-style-type: none"> Year 10 GL Assessments Year 10 MOCK exams
Key Stage 5 (Years 12, 13)	<ul style="list-style-type: none"> Year 12 baseline assessment task Previous end of term and external data used for Year 13 baseline. 	<ul style="list-style-type: none"> Termly in-class assessment using past exam papers in preparation for modular assessments (Year 12 & 13). 	<ul style="list-style-type: none"> Year 12 & 13 external board exams

*Internal MOCK exams are completed in Maths as follows:

- Key Stage 4: May/June of Year 10 and January of Year 11 as per linear pathway. (External board exams take place as part of the May/June Exam series in Year 11).

• Key Stage 5: November exam series in Years 12 & 13. (External board exams take place as part of the January and the May/June Exam series in Years 12 & 13). Full details of the course and associated assessments are detailed in the Key Stage 4 and Key Stage 5 prospectus.

Science - Primary

A robust assessment calendar for science across all phases allow us to make accurate progress and attainment judgements.

	Baseline	Half Termly	End of Year
Early Years	<ul style="list-style-type: none"> Nursery and FS2 – observations recorded on Seesaw against development matters framework. 	<ul style="list-style-type: none"> Nursery and FS2 – observations recorded on Seesaw against development matters framework. 	<ul style="list-style-type: none"> Nursery and FS2 – observations recorded on Seesaw against development matters framework.
Key Stage 1	<ul style="list-style-type: none"> Year 1 Age-Appropriate Practical Science Baseline assessment. Year 2 End of previous year Head Start Assessment. 	<ul style="list-style-type: none"> End of unit Head Start Assessment. Investigation carried out once per term and assessed against year group scientific skills criteria. Century Year 3 upwards 	<ul style="list-style-type: none"> End of term 3 Head Start Assessment. Year 3 upwards GL Assessments Century Year 3 upwards
Key Stage 2	<ul style="list-style-type: none"> End of previous year Head Start Assessment. 		

Science - Secondary

Assessment (Overview) A robust assessment calendar for science allows us to make accurate attainment and progress judgements.

	Baseline	Half Termly	End of Year
Year 7 & 8	<ul style="list-style-type: none"> CATS data and previous years data 	<ul style="list-style-type: none"> Half termly topic assessments 	<ul style="list-style-type: none"> End of Year test and GL
Year 9 - 11	<ul style="list-style-type: none"> CATS data in Year 9 and end of previous years data Year 10 previous years data. Year 11 – external examinations results from modulars in year 10 and internal data 	<ul style="list-style-type: none"> Half termly topic assessments and built in examination questions. <p>Mock exams for relevant year groups prior to exam series</p>	<ul style="list-style-type: none"> End of term 3 tests and GL up to year 10 Year 10/12 modular exams, and Year 11/13 final exams.
Year 12 - 13	<ul style="list-style-type: none"> External examinations/teacher assessment. 		

Key Stage 3 Assessment Breakdown

Year	Baseline	Assessments (Half-Termly / Unit)	Mid-Year Mock	End-of-Year
7	Science baseline + CATS	<ul style="list-style-type: none">• Acids & Alkalis + Cells, Tissues & Organs• Forces & Motion + Muscles, Blood & Bones• Particle Model + Energy• Atoms, Elements & Compounds + Ecosystems• Electricity + Mixtures & Separation• Sound		KS3 cumulative assessment
8	Science baseline + CATS	<ul style="list-style-type: none">• Food & Nutrition + Combustion• Earth & Space + Plant Reproduction• Periodic Table & Metals + Breathing & Respiration• Light + Earth Structure & Rocks (GL topic)• Fluids + Energy Transfers		KS3 cumulative assessment

Key Stage 4 Science Assessment Breakdown

Year	Baseline	Assessments (Half-Termly / Unit)	Mid-Year Mock	End-of-Year
9	Science baseline + CATS	Skills based assessments Term 1 <ul style="list-style-type: none"> Physics: Hooke's Law + Reflection/Refraction Biology: Quadrats + Enzymes Chemistry: States of matter + separation techniques IGCSE combined science starts Term 2 <ul style="list-style-type: none"> Term 2/3 Topic 1 Bio, Chem and Phys (IGCSE double award content only) 		Y9 end-of-year Assessment Combined science (intro to IGCSE modular style)
10 Physics (&DA)	Forces and motions (Y9 content)	<ul style="list-style-type: none"> Momentum & Moments; Electricity; Energy Transfers; Solids, Liquids & Gases (Part 1) 	In line with school MER	Summer External exam unit 1
10 Biology (&DA)	Nature and variety (Y9 content)	<ul style="list-style-type: none"> Biomolecules; Movement of Substances; Plant Nutrition; Human Nutrition; Human Gas Exchange 	In line with school MER	Summer External exam unit 1
Year 10 Chemistry (&DA)	Principles of chemistry (Y9 content)	<ul style="list-style-type: none"> States of matter, atomic structure and chemical calculations Reactivity series of metals, acids and bases Energetics Crude oil, alkanes and alkenes 	In line with school MER	Summer External exam unit 1
11 Physics (&DA)	Uses Y10 modular external	<ul style="list-style-type: none"> Solids, Liquids & Gases (Part 2); Waves; Magnetism; Radioactivity & Particles; 	In line with school MER	IGCSE Physics External Exam unit 2
	IGCSE as baseline	<ul style="list-style-type: none"> Astrophysics 		
11 Biology (&DA)	Uses Y10 modular external IGCSE as baseline	<ul style="list-style-type: none"> Excretion; <u>Transport</u>; Coordination; Plant Reproduction; Human Reproduction; Inheritance 	In line with school MER	IGCSE Physics External Exam unit 2
11 Chemistry (&DA)	Uses Y10 modular external IGCSE as baseline	<ul style="list-style-type: none"> Bonding and electrolysis Periodic table, gases and atmosphere Rates and of reaction and reversible reaction Alcohols, carboxylic acids and polymers 		IGCSE Physics External Exam unit 2

Key Stage 5 Science Assessment Breakdown

Year	Baseline	Assessments (Half-Termly / Unit)	Mid-Year Mock	End-of-Year
12 Physics (IAS)	IGCSE Y11 to 12 transition paper (Pearson)	<ul style="list-style-type: none"> Unit 1: Mechanics Unit 1: Materials Unit 2: Waves Unit 2: Electricity Unit 3 questions (practical skills) are incorporated within unit 1 and 2	Unit 1 Mock (Nov); Unit 2 Mock (Mar) Unit 3 mock April Unit 1 IAS external Jan	IAS External Exams (Units 2–3)
12 Biology (IAS)	IGCSE Y11 to 12 transition paper (Pearson)	Molecules, transport and health <ul style="list-style-type: none"> Topic 1A; Topic 2A; Unit 2: Cells, Development, Biodiversity and Conservation <ul style="list-style-type: none"> Topic 3A; Topic 4A 	Unit 1 Mock (Nov); Unit 2 Mock (Mar); Unit 3 Mock April Unit 1 IAS external Jan	IAS External Exams (Units 2–3)
12 Chemistry (IAS)	IGCSE Y11 to 12 transition paper (Pearson)	<ul style="list-style-type: none"> Unit 1: Calculations Unit 1: Atomic structure Unit 1: Bonding Unit 1: Introduction to organic chemistry, alkanes and alkenes Unit 2: Energetics Unit 2: Intermolecular forces Unit 2: Redox and periodic table Unit 2: Rates of reaction Unit 2: Haloalkanes and alcohols Unit 3 questions (practical skills) are incorporated within units 1 and 2	Unit 1 Mock (Nov); Unit 2 Mock (Mar) Unit 3 mock April Unit 1 IAS external Jan	IAS External Exams (Units 2–3)
13 Physics (IAL)	Uses IAS grade	<ul style="list-style-type: none"> Unit 4: Further Mechanics; Unit 4: Fields; Unit 4: Capacitors; Unit 4: Nuclear; Unit 5: Thermodynamics; Unit 5: Nuclear; Unit 5: Oscillations; 	Unit 4 Mock (Nov); Unit 5 Mock (Mar); Unit 6 Mock (May)	IAL External Exams (Units 4–6)
		<ul style="list-style-type: none"> Unit 5: Astrophysics Unit 6 questions (practical skills) are incorporated within unit 4 and 5		
13 Biology (IAL)	Uses IAS grade	<ul style="list-style-type: none"> Unit 4: Energy, Environment, Microbiology and Immunity Topics 5A & 6A Unit 5: Respiration, Internal Environment, Coordination and Gene Technology Topics 7A & 8A 	Unit 4 Mock (Nov); Unit 5 Mock (Mar); Unit 6 Mock (May)	IAL External Exams (Units 4–6)
13 Chemistry (IAL)	Uses IAS grade	<ul style="list-style-type: none"> Unit 4: Kinetics Unit 4: Entropy and energetics Unit 4: Chemical equilibria Unit 4: Acid base equilibria Unit 4: Carbonyl chemistry and NMR spectroscopy Unit 5: Redox equilibria and electrochemistry 	Unit 4 Mock (Nov); Unit 5 Mock (Mar); Unit 6 Mock (May)	IAL External Exams (Units 4–6)

Full details of the course and associated assessments are detailed in the Key Stage 4 and Key Stage 5 prospectus.

Appendix C: How are groups set in English and Maths in Years 7-11?

English

In English, setting occurs using holistic, professional judgments that consider a range of sources of information and assessment outcomes.

Sets are reviewed each Term following each academic report process.

Year Group	Explanation
7	Transitional year – taught as tutor groups
8	Prior attainment in Year 7 Professional judgement and consultation with previous and current teacher NGRT results
9	Prior attainment in Year 8 Professional judgement and consultation with previous and current teacher NGRT results
10	Prior attainment in Year 9 Professional judgement and consultation with previous and current teacher ESL Pathway is applied for ELL and EAL student personalized approach
11	Prior attainment in Year 10 Performance in Paper 1 English language (external assessment grade) Coursework marks (Macbeth)
12 & 13	There is no setting process in post-16

*There is not a linear model applied to set numbers. Mixed-ability groups within a band, meaning there is likely to be multiple 'top sets' in each side of the year group.

**ESL pathway is completed in Year 10, with English as a first language completed in Year 11 as a personalized approach.

Maths

In Maths, setting occurs using holistic, professional judgments that consider a range of sources of information and assessment outcomes.

Sets are reviewed each Term following each academic report process.

Year Group	Explanation
7	Baseline assessment in Half-Term 1.
8	Prior attainment in Year 7, including <u>EoY Assessment</u> Professional judgement and consultation with previous and current teacher
9	Prior attainment in Year 8, including <u>EoY Assessment</u> Professional judgement and consultation with previous and current teacher
10	Prior attainment in Year 9, including <u>EoY Assessment</u> Professional judgement and consultation with previous and current teacher
11	Prior attainment in Year 10 including <u>MOCK exam performance</u> <u>Performance in Paper 1 English language (external assessment grade)</u> Coursework marks (Macbeth)
12 & 13	There is no setting process in post-16

*There is not a linear model applied to set numbers. Mixed-ability groups within a band, meaning there is likely to be multiple 'top sets' in each side of the year group.

Science

There are no sets applied to Science. Students are currently taught in Tutor groups in Science in Years 7, 8 and 9, and mixed-ability teaching groups according to elected pathways in Years 10 - 13.

Students opt for a Science pathway at the end of year 9 that commences in Year 10 which informs their teaching group. At this time, students may opt for:

- **Triple Science** (Biology, Physics & Chemistry) - students must replace one of their three option subjects to take this pathway - 3 GCSE grade equivalent.
- **Dual Science** - A choice of Biology/Chemistry, Chemistry/Physics or Biology/Physics - 2 GCSE grade equivalent
- **Double Award Science** ((Biology, Physics & Chemistry) - 2 GCSE grade equivalent.

Appendix D: Curriculum & Prospectus Booklets 2025-26

- Post-16 Prospectus: [YBA Post-16 Prospectus 2025-26](#)
- Y9-11 Curriculum Booklet: [YBA Year 9-11 Curriculum Booklet 2025-26](#)
- Y7 Curriculum Booklet: [YBA Y7 Curriculum Booklet 2025-26 - Term 1](#)
- Y8 Curriculum Booklet: [YBA Y8 Curriculum Booklet 2025-26 - Term 1](#)

Appendix – Student/Parent Entitlement Statement