



Student Achievement Policy

Policy	Student Achievement Policy
Policy issued	August 2025
Next review	June 2026
Lead Professional	Principal , Head of Primary & Secondary

Rationale:

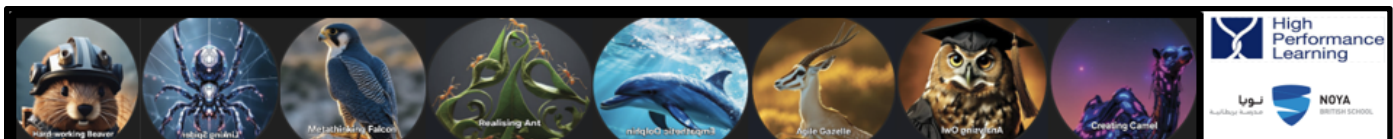
At Noya British School, we believe that effective assessment is crucial to supporting and enhancing student learning and achievement. This Student Achievement Policy aims to establish a cohesive and consistent approach to assessment across our school, ensuring that all stakeholders - pupils, teachers, parents and school leaders - have a clear understanding of our assessment practices and their purposes.

The policy is designed to:

- Provide a framework for gathering accurate and meaningful data about pupil progress and attainment.
- Ensure that assessment practices are aligned with our curriculum and teaching methodologies.
- Support teachers in using assessment data to inform their planning and instruction, enabling them to meet the diverse needs of all learners.
- Empower pupils to take an active role in their learning through self-assessment and reflection.
- Facilitate clear and effective communication about pupil progress with parents and guardians.
- Enable school leaders to monitor and evaluate the effectiveness of teaching and learning across the school.
- Ensure compliance with local educational authority requirements and international best practices in assessment.

By implementing this policy, we aim to create a culture where assessment is an integral part of the learning process, driving continuous improvement and supporting every pupil in reaching their full potential.

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Purposes of Assessment

Assessment is a fundamental component of the teaching and learning cycle. It provides crucial information about pupil learning and development, whilst offering a framework for planning, self-reflection and collaboration among teachers.

Assessment at Noya British School aims to enhance pupil learning by:

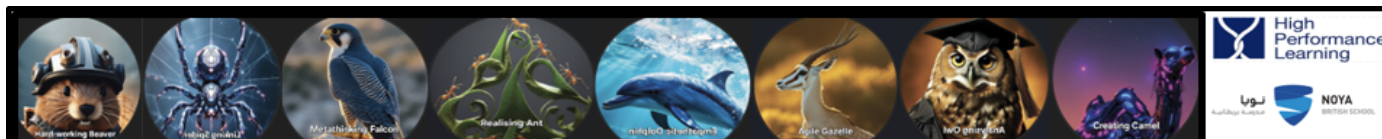
- Evaluating prior knowledge and experience to inform starting points
- Enabling differentiated instruction to meet individual needs
- Encouraging pupils to reflect on their strengths and areas for development
- Setting personalised, achievable goals
- Providing timely and constructive feedback
- Identifying opportunities to extend and deepen learning
- Creating comprehensive profiles of each pupil's understanding and progress

Information about pupil learning is collected through:

- A range of pupil work samples and performances
- Quantitative data from standardised assessments and internal tests
- Qualitative observations records
- Peer and self-assessments Benchmarking against national and school-specific standards
- Establishing baseline data at the start of new learning sequences
- Measuring the impact of teaching on pupil progress
- Informing curriculum planning and teaching strategies
- Comparing pupil performance against established standards and expectations
- Identifying and addressing achievement gaps among different pupil groups
- Providing comprehensive information to all stakeholders, including pupils, parents, teachers and school leaders

Through these interconnected purposes, our assessment practices aim to create a holistic view of each pupil's academic journey, supporting individualised learning and continuous school improvement.

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Types of Assessment at Noya British School:

1. Baseline Assessment

- All teachers assess pupils' prior knowledge and experience before embarking on new learning.
- This provides a starting point for measuring progress and informs initial planning.

2. Assessment FOR Learning: Formative/Ongoing Assessment

- Formative assessment occurs continuously throughout the teaching and learning cycle.
- Teachers gather a variety of evidence including observations, written outcomes discussions from individual lessons.
- This ongoing assessment informs teacher planning and next steps, ensuring progress throughout a unit is accessible to all pupils.
- Strategies may include questioning, quizzes, peer assessment and self-assessment.

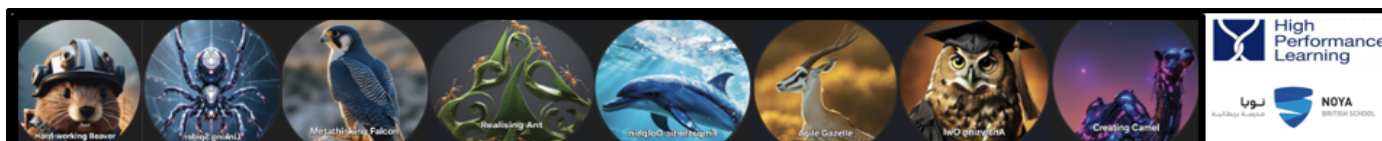
3. Assessment OF Learning: Termly/Unit Assessment

- Summative assessment occurs at the end of each term/unit of work.
- Pupils demonstrate their learning by applying knowledge in new and authentic contexts.
- These assessments provide data for tracking purposes and evaluating overall progress. They will also inform curriculum development.
- Examples include end-of-unit tests, projects, presentations, or performances.

4. Assessment AS Learning: Pupil Self-Assessment

- Self-assessment is integrated into daily learning to engage pupils in reflection on their own progress.
- Pupils are given time to reflect on their learning in all subject areas after each unit of work with the opportunity to respond to marking.
- Pupils provide feedback on the instruction and learning experiences they receive, offering teachers valuable insights into their teaching effectiveness.
- This process is incorporated into the Monitoring, Evaluation and Review (MER) schedule through:
 - Termly pupil voice surveys
 - GL PASS (Pupil Attitudes to Self and School) assessments

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5. Peer Assessment

- Pupils are taught to assess each other's work constructively, using clear success criteria.
- This promotes deeper understanding of learning objectives and success criteria.
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6. Diagnostic Assessment

- Used to identify specific learning needs or difficulties.
- Informs targeted interventions and support strategies.

By employing these varied assessment types, Noya British School aims to create a comprehensive picture of each pupil's progress and learning journey, supporting personalised learning and continuous improvement in teaching practices.

Teacher Responsibilities in Assessment:

All teachers at Noya British School must make accurate and productive use of assessment by:

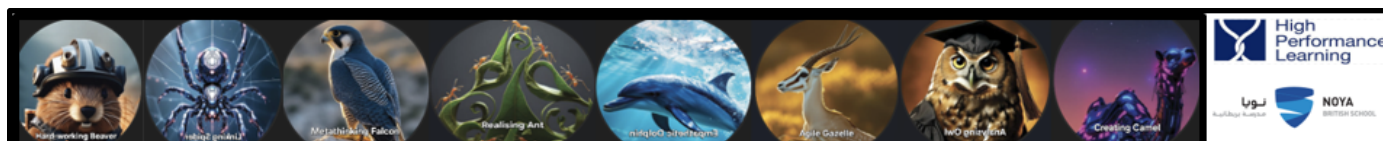
- Developing a thorough understanding of assessment practices within their subject areas and across the curriculum, including statutory assessment requirements.
- Utilising a balance of formative and summative assessments to secure and monitor pupils' progress.
- Analysing relevant data to track progress, set challenging yet achievable targets and inform subsequent lesson planning.
- Providing regular, timely feedback through both verbal and written means, ensuring marking is accurate and constructive.
- Encouraging pupils to actively engage with feedback, promoting a growth mindset and independent learning skills.
- Differentiating assessments to meet the needs of all learners, including those with special educational needs and high attainers.
- Collaborating with colleagues to moderate assessments and ensure consistency across year groups and subjects.

Pupil Involvement in the Assessment Process:

To foster ownership of learning, all pupils at Noya British School should:

- Clearly understand learning objectives and success criteria for each lesson and unit of work.
- Receive specific feedback on their work, highlighting strengths and areas for improvement.

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- Be given opportunities to reflect on and respond to feedback, developing their ability to self-assess.
- Participate in setting personal learning targets and tracking their progress towards these goals.
 - Engage in peer assessment activities, learning to give and receive constructive feedback.
- Be aware of their current attainment levels and understand the steps needed to progress further.
- Have regular opportunities to discuss their learning and progress with teachers, fostering a dialogue about their educational journey.
- Develop skills in self-assessment and metacognition, enabling them to become increasingly independent learners.

By involving both teachers and pupils actively in the assessment process, Noya British School aims to create a collaborative learning environment that promotes continuous improvement and achievement for all.

Assessment checkpoints

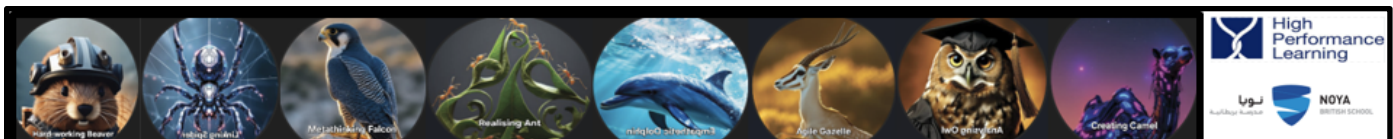
English Assessment at Noya British School

A robust assessment calendar for English allows us to make accurate attainment and progress judgments. All summative assessments are triangulated with teacher judgement and evidence gathered in students books/digital portfolios across the year, to ensure an accurate depiction of student ability.

Reading

		Baseline	Term 1	Term 2	Term 3
Key Stage 1	Year 1	RWI Baseline assessment	RWI half termly assessment	RWI half termly assessment	Year 1 Phonic screening
	Year 2	RWI Baseline assessment Oxford Owl Reading Assessment	RWI half termly assessment Oxford Owl Reading Assessment	RWI half termly assessment Oxford Owl Reading Assessment	Year 1 Phonics for those that have not yet achieved a pass mark) GL Progress Test

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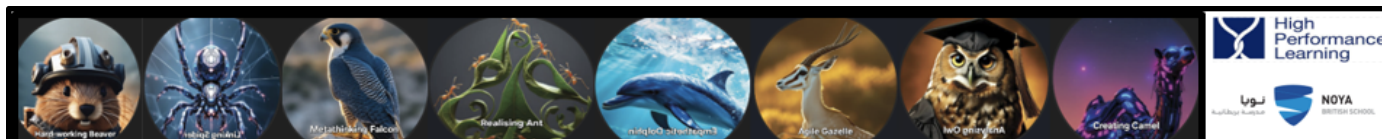
Key Stage 2	Year 3 – Year 6	NGRT Baseline	Oxford Owl Reading Assessment	Oxford Owl Reading Assessment	NGRT Term 3 GL Progress Test
Key Stage 3	Year 7 – Year 9	NGRT Baseline	Star Assessment linked to MyOn	Star Assessment linked to MyOn	NGRT Term 3 GL Progress Test

Revision* Weekly e-books and quizzes will be assigned on Bug Club for Primary

Writing

		Baseline	Term 1	Term 2	Term 3
Key Stage 1	Year 1	Spontaneous write assessed against ARE	Spontaneous write assessed against ARE	Spontaneous write assessed against ARE	Spontaneous write assessed against ARE
			Weekly spelling	Weekly spelling	Weekly spelling
	Year 2	Year 2 GL style SPaG Practice paper	Year 2 GL style SPaG Practice paper	Year 2 GL style SPaG Practice paper	GL Progress Test Weekly spellings
		Spontaneous write assessed against ARE	Weekly spellings End of unit writing outcomes assessed against ARE	Weekly spellings End of unit writing outcomes assessed against ARE	End of unit writing outcomes assessed against ARE

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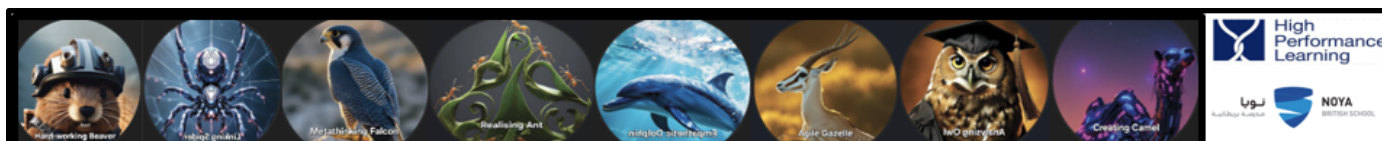


Key Stage 2	<p>Year group specific GL style SPaG Practice paper</p> <p>Spontaneous write assessed against ARE</p>	<p>Year group specific GL style SPaG Practice paper</p> <p>Weekly spellings</p> <p>End of unit writing outcomes assessed against ARE</p>	<p>Year group specific GL style SPaG Practice paper</p> <p>Weekly spellings</p> <p>End of unit writing outcomes assessed against ARE</p>	<p>GL Progress Test</p> <p>Weekly spellings</p> <p>End of unit writing outcomes assessed against ARE</p>
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Key Stage 3	<p>Spontaneous write assessed against ARE</p>	<p>Year group specific GL style Practice paper</p> <p>End of unit writing outcomes assessed against ARE</p>	<p>Year group specific GL style Practice paper</p> <p>End of unit writing outcomes assessed against ARE</p> <p>Portfolios of writing – Hot and Cold pieces per genre</p>	<p>GL Progress Test</p> <p>End of unit writing outcomes assessed against ARE</p>
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Revision* SPaG activity mats will be included in weekly homework.

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Mathematics

		Baseline	Term 1	Term 2	Term 3
Key Stage 1	Year 1	Autumn Term 1 Assessment	White Rose End of Term 1 Assessment	White Rose End of Term 2 Assessment	White Rose End of Term 3 Assessment
	Year 2	Autumn Term 1 Assessment	White Rose End of block assessments at the end of every unit White Rose End of Term 1 Assessment	White Rose End of block assessments at the end of every unit White Rose End of Term 2 Assessment	White Rose End of block assessments at the end of every unit White Rose End of Term 3 Assessment
					GL Progress Test
Key Stage 2	Autumn Term 1 Assessment	White Rose End of block assessments at the end of every unit White Rose End of Term 1 Assessment	White Rose End of block assessments at the end of every unit	White Rose End of block assessments at the end of every unit	White Rose End of block assessments at the end of every unit
			White Rose End of Term 2 Assessment	White Rose End of Term 3 Assessment	
					GL Progress Test

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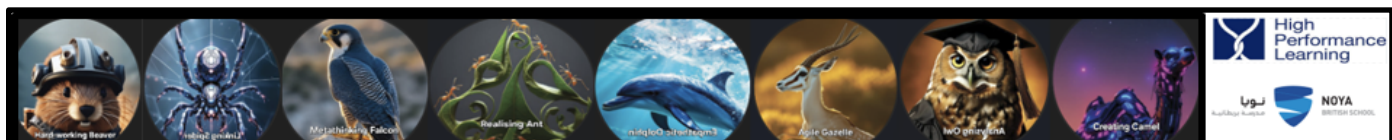
Key Stage 3	Autumn Term 1 Assessment	SparxMaths on-going assessment. SparxMaths And Century Tech assessment	SparxMaths on-going assessment. SparxMaths And Century Tech assessment	SparxMaths And Century Tech assessment GL Progress Test
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Revision* Parent workbooks will be sent home at the beginning of every unit. End-of-unit assessments will be shared and discussed with parents at the end of the unit.

Science

		Baseline	Term 1	Term 2	Term 3
Key Stage 1	Year 1	Diagnostic test/conceptual questioning at the beginning of each unit	White Rose End of block assessments at the end of every unit Age-appropriate practical investigation assessed against ARE	White Rose End of block assessments at the end of every unit Age-appropriate practical investigation assessed against ARE	White Rose End of block assessments at the end of every unit Age-appropriate practical investigation assessed against ARE

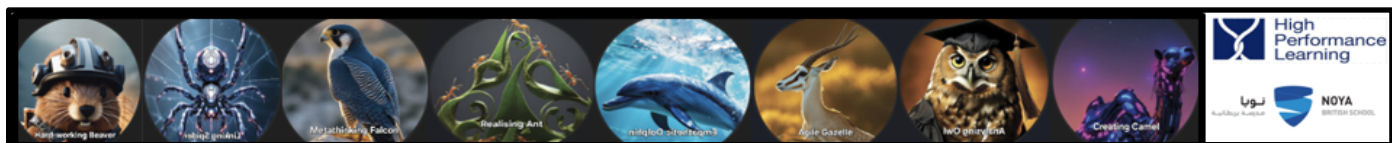
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	Year 2	Diagnostic test/conceptual questioning at the beginning of each unit	White Rose End of block assessments at the end of every unit Age-appropriate practical investigation assessed against ARE	White Rose End of block assessments at the end of every unit Age-appropriate practical investigation assessed against ARE	GL assessment White Rose End of block assessments at the end of every unit Age-appropriate practical investigation assessed against ARE
Key Stage 2	Diagnostic test/conceptual questioning at the beginning of each unit		White Rose End of block assessments at the end of every unit Age-appropriate practical investigation assessed against ARE	White Rose End of block assessments at the end of every unit Age-appropriate practical investigation assessed against ARE	GL assessment White Rose End of block assessments at the end of every unit Age-appropriate practical investigation assessed against ARE
Key Stage 3	Diagnostic test/conceptual questioning at the beginning of each unit		Century Tech assessments. Age-appropriate investigation assessed against ARE	Century Tech assessments. Age-appropriate investigation assessed against ARE	GL assessment Century Tech assessments. Age-appropriate investigation assessed against ARE

Revision* Science revision activity mats to be sent home at the beginning of each unit.

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Moderation

At Noya, regular and robust moderation takes place half-termly to ensure the accuracy and reliability of assessments. External assessments are also utilized to inform our judgements.

The minimum expectations for moderation across year groups are detailed below:

- **Half-termly Year Group / Subject Moderation:** Conducted within teams to ensure consistency and accuracy.
- **Termly Pupil Progress Meetings with SLT:** Individual moderation sessions to review student progress.
- **Wider School Moderation:** Conducted at least twice per year to ensure uniformity across the school.
- **Exemplar Materials:** Samples of student work at each level are added to the moderation file half-termly, starting from the end of Term 1.

Assessment Framework for Evaluating Pupil Performance

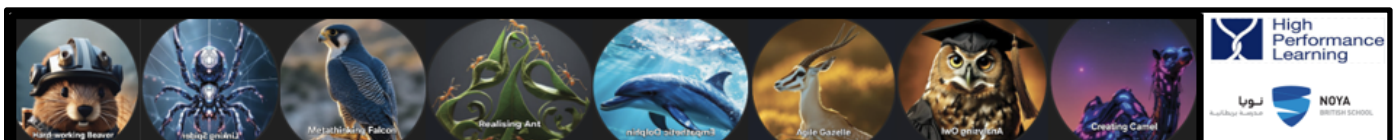
Noya British School operates a **clear, consistent and robust assessment framework** to evaluate pupil attainment and progress across all phases. This framework combines formative and summative assessment, teacher professional judgement and standardised testing to ensure a comprehensive and accurate understanding of each pupil's performance over time.

Pupil performance is evaluated through:

- **Baseline assessments** to establish starting points
- **Ongoing formative assessment** embedded in daily teaching
- **End-of-unit and termly summative assessments** aligned to curriculum expectations
- **Standardised assessments** to provide external benchmarking
- **Teacher professional judgement**, triangulated with evidence from pupil work and assessment data
- **Moderation processes** to ensure consistency, accuracy and reliability of judgements

Assessment information is reviewed regularly through pupil progress meetings, data analysis and moderation to evaluate the effectiveness of teaching and learning, identify achievement gaps and inform next steps for individuals and groups of pupils.

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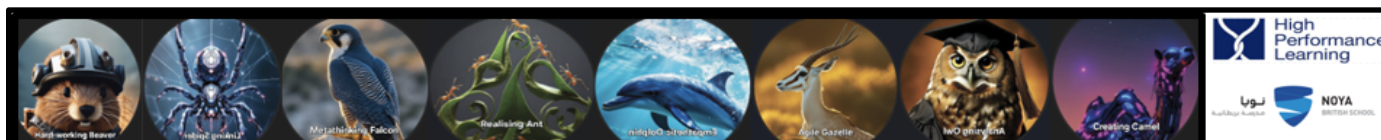


External Assessment

Formal Assessments will take place in primary in line with the ADEK and Ministry of Education standardised assessment policy and GL assessment timeline:

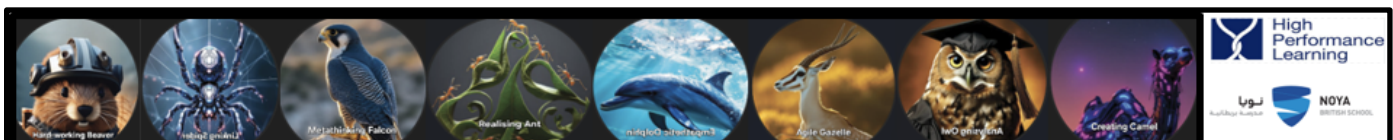
GL Assessment	Rationale	Group	Time	Setup by	Report for
CAT 4	CAT4 provides a unique profile of student's strengths and weaknesses across four batteries: Verbal, Non-Verbal, Quantitative and Spatial Reasoning. The test is not based on any curriculum or dependent on prior learning, so offers a fair assessment of ability regardless of a pupil's prior schooling.	Year 2+	September/on enrollment	Assessment Lead	Class teacher, LT, Parent
GL Progress Test – English	Measures students' knowledge, understanding and application of technical English skills (spelling, grammar and punctuation) and reading comprehension, using age-appropriate fiction and information texts.	Year 2+	May (as per ADEK timeline)	Assessment Lead	Class teacher, LT, Parent
GL Progress Test – Maths	PTM measures students' mathematical skills and knowledge in areas such as number, shape, data handling and algebra, as well as their mathematical reasoning and problem solving.				

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GL Progress Test – Science	Measures students' knowledge and understanding of science, as well as their application of this knowledge and understanding. Their ability to work scientifically is also assessed.	Year 2+ (Not Y7)			
NGRT	Identify students' reading levels, monitor their progress and detect specific areas where they may require additional support.	Year 3 - 9	September and End of Year	Assessment Lead	Class teacher, LT, Parent, Librarian
PASS Test	PASS assesses students' attitudes towards themselves as learners and their attitudes to school in order to understand internal and complex reasons behind behavioural issues, low attendance levels, poor attainment and mental health and wellbeing issues.	Year 3+	Start of Year	Pastoral Leads	Class teacher, LT, Parent
TIMSS – 4 Yearly	TIMSS, the Trends in International Mathematics and Science Study, is a flagship study of IEA. Directed by the TIMSS & PIRLS International Study Center at Boston College, TIMSS is an international assessment of student achievement in mathematics and science at fourth and eighth grades.	Year 5 and Year 9	Outlined by ADEK	Assessment Lead, LT	Class teacher, LT, Parent

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PIRLS – 5 Yearly	The Progress in International Reading Literacy Study (PIRLS) is an international assessment and research project designed to measure reading achievement at the fourth-grade level, as well as school and teacher practices related to instruction.	Year 5	Outlined by ADEK	Assessment Lead, LT	Class teacher, LT, Parent
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Reporting and Benchmarking Against UK and International Standards (BSO Paragraph 4)

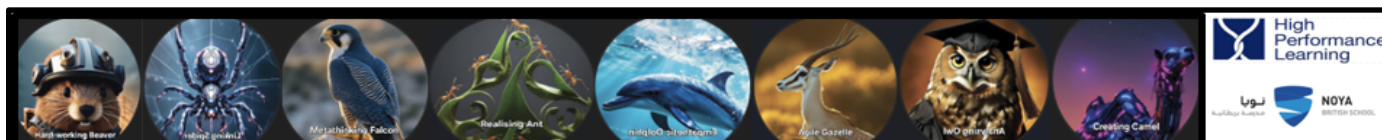
Noya British School ensures that parents are provided with **clear, meaningful and comparable information** that enables them to understand and judge their child's performance against **UK and international norms**.

To support this, the school uses a range of **standardised assessments**, including:

- GL Progress Tests (English, Mathematics and Science)
- CAT4 cognitive ability assessments
- NGRT reading assessments
- PASS (Pupil Attitudes to Self and School)
- International benchmarking studies where applicable (e.g. TIMSS and PIRLS, in line with ADEK requirements)

Standardised scores, age-related expectations and equivalence scales are used to contextualise attainment and progress, ensuring outcomes are meaningful and transparent.

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Identifying and Assessing EAL Learners

At NBS, we utilize the Bell Foundation Framework to identify and assess English as an Additional Language (EAL) learners. This framework provides a structured approach to tracking students' language acquisition across various proficiency levels. By assessing students' language skills in areas such as speaking, listening, reading and writing, we can accurately gauge their current level of English proficiency and monitor their progress over time. The Bell Foundation Framework helps us tailor our teaching strategies and interventions to support each student's language development needs effectively, ensuring that EAL learners are provided with the resources and support necessary to succeed academically and integrate fully into the school community.

Pupil Progress Meetings

At Noya British School, pupil progress meetings are held each term, during which year leads and subjects leads will meet individually with the Senior Leadership Team (SLT) to discuss the attainment and progress of each student. These meetings are designed to provide a comprehensive review of individual students' academic performance, identify any areas of concern and celebrate achievements. The discussions aim to ensure that appropriate support and interventions are in place and to collaboratively plan strategies for enhancing student learning and addressing any barriers to progress. This process fosters a proactive approach to student development and ensures that every learner's needs are effectively met.

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Reporting to Parents

There are three forms of assessment reported in NBS: Effort, Attainment and Progress. This will be reported at the end of Term 1, Term 2 and Term 3

Effort:

The following categories will be awarded inline with the school's code of conduct: Be Ready, Be Responsible, Be Respectful

1	Always
2	Most of the time
3	Sometimes
4	Rarely

Teachers are required to report student's effort in classwork and in their attitude to learning. Teachers giving students 3 and 4 for effort should have a bank of evidence in line with the Behaviour Policy to support this assessment.

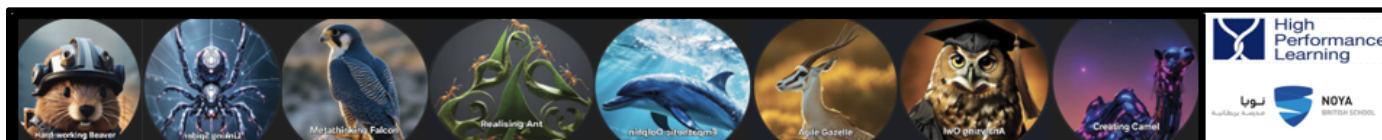
Communication of Assessment Outcomes to Parents

Parents are informed of their child's **attainment, progress and effort** through:

- Termly written reports
- Parent-teacher consultations
- Clear attainment descriptors linked to age-related expectations
- Standardised assessment outcomes, where appropriate
- Professional dialogue explaining how outcomes compare to UK and international benchmarks

Where required, teachers and leaders provide additional guidance to support parents in understanding assessment information and the next steps in their child's learning.

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This approach ensures parents are well informed, able to interpret performance accurately and confident in how their child is progressing in relation to national and international standards.

Attainment

All staff are required to collect data from students at the following points in the Year

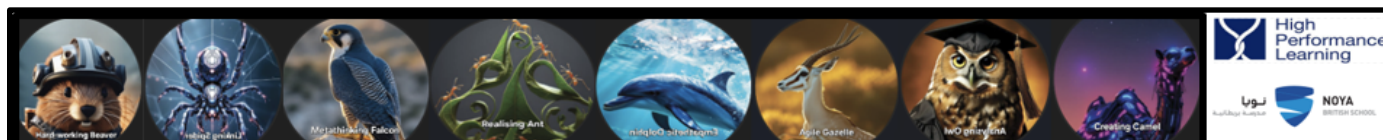
What	When		Where	Why
Baseline	Term 1	End of Sept	Internal / iSAMS	Targets
Data Drop 1	Term 1	End of Dec	iSAMS	Reports/HQ/SLT
Data Drop 2	Term 2	End of March	iSAMS	Reports/HQ/SLT
Data Drop 3	Term 3	End of June	iSAMS	Reports/HQ/SLT

The following categories are to be awarded – with equivalenced noted:

<u>Aldar</u>	<u>iSAMS</u>	<u>Assessment grade boundaries</u>	<u>ESIS</u>	<u>GL SAS</u>	<u>GL Stanine</u>
Sig below	NME	6–15%	1	<73	1
Below	WTE	16-25%	2	74-81	2
Below+	WTE+	26–40%	3	82-96	3-4
In-line	ME	41–60%	4	97–103	5
Above	EE	61–75%	5	104-111	6
Above +	EE+	76–90%	6	112-126	7-8
Sig Above	SEE	91–100%	7	>127	9

Heads of Key Stage will instruct staff in terms of the assessment material for each data collection point throughout the year following the minimum assessment requirements in this policy.

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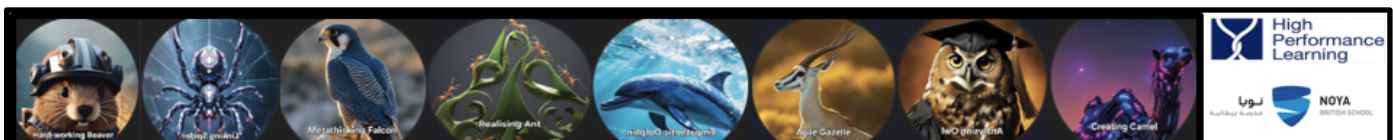


Please note that the 4 collection points are for the school's central data collection system. As a department, we recognise that you may do more assessments throughout an academic year and this is perfectly fine.

Judgements should be triangulated using teacher judgments, summative and external data and moderated in



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Progress

Teachers are required to judge progress in their assessments in the following way.
Progress will be defined in the following ways

	Baseline to Term 1	Term 1-2	Term 2-3
Below expected progress	-1 or more jumps	-1 or more jumps	-1 or more jumps
Expected progress	No jumps	No jumps	No jumps
More than expected progress	1 or more jumps	1 or more jumps	1 or more jumps



Above Expected
Expected
Below Expected

Identification and Measurement of Progress for Different Groups of Students

The school is committed to ensuring high levels of achievement and progress for all pupils. In order to evaluate the effectiveness of teaching, learning and targeted provision, pupil progress is systematically identified, tracked and reviewed for a range of defined student groups. This enables leaders and teachers to identify trends, address gaps and implement timely interventions.

Student Groups Monitored

Progress and attainment data are analysed for the following groups:

- **Gender** (boys and girls)
- **English as an Additional Language (EAL)** pupils
- **Pupils of Determination (POD)**
- **Emirati pupils**
- **Gifted and Talented (G&T)** pupils
- **Higher and Lower Attainers**

Identification of Higher and Lower Attainers

The school uses a **seven-point assessment scale** to identify attainment over time.

- Lower Attainers are identified as pupils assessed as **Below** or **Significantly Below** age-related expectations.
- **Higher Attainers** are identified as pupils assessed as **Above Plus** or **Significantly Above** age-related expectations.

These classifications are reviewed at key assessment points to ensure pupils are accurately identified and that support or challenge remains appropriate.

Measuring Progress

Progress for all groups is measured through a combination of:

- Ongoing formative assessment embedded in daily teaching
- Summative assessments aligned to curriculum expectations
- Standardised assessment data, where appropriate
- Teacher professional judgement, moderated internally and externally

Progress data is analysed at regular intervals to:

- Compare the progress of different groups against whole-school outcomes
- Identify any underperformance or achievement gaps
- Monitor the impact of targeted interventions and support strategies

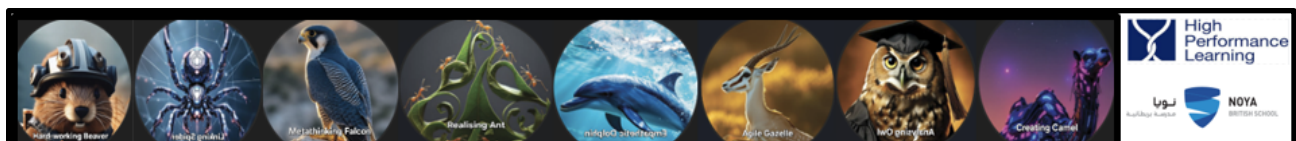
Use of Data and Intervention

Where analysis identifies pupils or groups not making expected progress, targeted actions are implemented. These may include:

- Adjustments to quality-first teaching
- Targeted interventions or small-group support
- Additional challenge for higher attainers and G&T pupils
- Tailored provision and reasonable adjustments for POD pupils
- Language support strategies for EAL pupils

Progress is reviewed regularly through pupil progress meetings, and interventions are adapted as required to ensure all pupils are supported to achieve their full potential.

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This systematic approach ensures equity, accountability and high expectations for all learners, while supporting the school's commitment to inclusive and ambitious achievement outcomes.



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