Assessment, Recording and Reporting Policy

Please see Brighton College Dubai Policies and Guidelines

1. Policy Statement

It is the policy of the College to ensure that an effective Assessment, Recording and Reporting system is in place. This system will serve to assess pupils both formally and informally in order to track pupil progress, inform planning, give teachers and the College Leadership Team (CLT) an overview of cohort performance and to ensure that each pupil is given the opportunity to reach their full potential.

2. Aims and Objectives

The purpose of assessment at Brighton College is to ensure that all pupils are continually aware of their own strengths in their learning and their areas for development. Assessment is also used to celebrate achievement and to encourage the pupils' independence by giving them frequent opportunities to develop reflection and self- evaluation skills. Assessment supports learning and teaching of an exceptionally high standard against both UAE and UK national and international benchmarks at Brighton College.

An effective Assessment, Recording and Reporting system is essential in order to celebrate the success of the individual and raise both self-esteem and standards in accordance with the school aims.

Assessment within Brighton College Dubai will:

- involve both formative and summative assessment. Formative assessment is utilised verbally or in written form to provide pupils with specific feedback that allows them to continually improve their academic attainment. Summative assessment provides essential information about progress to pupils, parents and teachers and is included in termly reports.
- provide accurate, unbiased and meaningful information for children, staff and parents regarding a child's progress across the curriculum
- involve pupils in self and peer evaluation and target setting, motivating them in their learning so as to reach their full potential

- highlight areas of academic strength and weakness, to ensure the correct provisions are made to provide challenge for all children, including those identified in the micro-populations listed below. (3.1.4)
- inform future teaching and learning, including differentiation and curriculum development
- provide baseline information when pupils enter the school or a subject
- provide sufficient information to ensure continuity as a pupil progresses through the college, from year group to year group, to help ensure a smooth transition
- review progress of pupils against: their personal targets, UK curriculum targets, their CAT4 learning potential grades and their Progress Test potential
- provide the opportunity to identify trends/patterns across wellbeing and academic data, informing interventions where necessary, supporting the best learning opportunities and environment for pupils to thrive.

3. Practice and Procedure

3.1 Whole School - The Assessment and Recording Process: Forms of Assessment

3.1.1 Assessment Co-Ordination

Assessment, recording and reporting is overseen by the Assistant Head: Assessment and Quality Assurance. Their role is to ensure the College has highly effective assessment procedures that supports pupils to improve their learning across all phases of the College. High standards, high coverage (frequency and type), continuity between phases and consistency in approach will be achieved via rigorous quality assurance and regular staff professional development sessions across the year.

3.1.2 Moderation

The process of moderation supports the school in making consistent and accurate decisions about pupil learning and progress. Moderation of pupil work supports the College in achieving the accurate grading of pupils' assessed work that aligns with curriculum standards. It is the process of teachers sharing their expectations and understanding of standards with each other to develop consistency of their decisions about pupil learning.

The moderation process for summative assessments/exams should follow:

- Moderation of pupils' work is an ongoing process throughout the year, teachers and Heads of Departments are expected to moderate at least one piece of work per term per year level.
- Professional development and support are provided to teachers regarding curriculum guidelines, curriculum standards and types of assessment. Curriculum

mapping and planning is undertaken at a faculty level and shared between all staff where appropriate.

- Teachers within a subject/grade level engage in the moderation process. Teachers assess 1-2 pieces of work. Blind copies of the assessed pieces are then given to peers who assess independently. In some cases, marked assessments by the teachers are checked over by colleagues to ensure rigour. At a faculty level, staff then meet to discuss the assessed pieces of work and agree on a final judgment, where no agreement can be made the HoD/ Leadership Team will have the final say.
- Pupils work is moderated, where possible, more widely – for example within Brighton College Schools/local school clusters/with UK schools to further enhance the accuracy of teacher judgments
- The marking and moderation process is recorded, these records are kept at a faculty level.
- Heads of Department review the peer moderation process. In the case of any significant variation in assessed work (eg more than 1+ grade difference), the HoD will provide appropriate professional development on curriculum standards and marking schemes to enhance the consistency of future judgments.
- In Early Years, moderation is an integral part of assessment and occurs before each assessment point to ensure judgements made are consistent. The Early Years teachers, including members of the inclusion and leadership team, meet to look at evidence and critical discussions occur where judgements about a child's development will then be agreed. At the end of the Foundation Stage FS2 teachers report on the Early Years Foundation Stage Profile for each child. Moderation against the Early Learning Goals is discussed more widely and involves the Year 1 teachers as well as the Head of Pre-Prep.

3.1.3 Benchmarking

Academic benchmarks refer to assessments that measure pupils against a set of agreed standards (GLPT, GCSE attainment grades etc). Benchmarking provides additional information to support teachers and the school in setting pupil progress and attainment targets. Benchmarking supports teachers to identify pupils' strengths and weaknesses, which can then be used to adapt future instruction. Benchmarking provides the opportunity to compare pupils' performance across two or more different assessment measures, for example looking at performance in internal assessments against their performance in GLPTs or GCSE examinations or NGRT assessments. Ranking pupils by performance across two or more different assessments is another useful way of determining gaps or issues in knowledge or skills. Subject leaders will use benchmarking and ranking to identify gaps and the need for any curriculum adaptations.

In the Early Years pupils are benchmarked using the Early Learning Goals of the Early years foundation stage (EYFS) statutory framework (DfE).

National Agenda Parameter Benchmark Assessments

The following are part of the KHDA mandated National Agenda requirements and are taken from this document (English (khda.gov.ae). The College will focus on:

- **Progression in International Assessments:** The College will focus on performance (in particular pupils' progress) in successive international assessments
- **Data Analysis and Curricular Adaptation:** The College ensures that data taken from national and international benchmarking tests (GLPT, TIMSS, PISA, PIRLS, NGRT) helps inform curriculum adaptation in order to close any gaps in pupil knowledge and/or skills
- **Improving Reading Skills**: The College is dedicated to developing the reading skills of pupils to improve their access to the curriculum and assessments (internal, international, and other). The use of NGRT is a critical component in supporting the improvement of reading

National Agenda Parameter (NAP)	Detail	Years Involved	Timeline
CAT 4	Cognitive ability Test	Year 2, 4, 6, 8, 10 and 12 (all new pupils)	September (or during admission)
GLPT (PTE, PTM, PTS)	GL Progress Test for English, mathematics and science	Years 2 - 10 (Y3-6 and 8-10 for PTS)	Senior - May Prep - June
GL NGRT	New Group Reading Test from GL	Years 3 - 10	Once per term
GL PASS	Pupil Attitudes to Self and School from GL	Year 3 upwards	Prep – September Senior - January
PISA	Programme for International Pupil Assessment	Selection of 15 year olds (Years 10 and 11)	May (every four years)
PIRLS	Progress in International Reading Literacy Study	Year 5	Every five years
TIMSS	Trends in International Mathematics and Science Study	Selection of Year 5 and Year 9	May (every four years)
ABT/ISBT	Arabic Benchmark Test Islamic Studies Benchmark Test	Years 2 - 13 (Non-native and Native speakers) Years 2 –13 (Native speakers)	September (new joiners) May – all pupils

3.1.4 Micro populations

Where relevant, the College will focus on the data of the following micro-populations:

1. Boys
2. Girls
3. ELL and EAL
4. G&T (mean SAS 127+)
5. Emirati
6. Arabic as First Language (Arabic A)
7. SEN
8. Higher Attaining Pupils (Mean SAS 117-126)
9. Lower Attaining Pupils (Mean SAS 88 and below)

3.2 Prep School - The Assessment and Recording Process and Forms of Assessment

3.2.1 Early Years

On-going assessment is at the heart of Early Years practice. Baseline assessments are done at the start of the academic year. Data drops, using point in time assessment, are completed at the end of Term 1, Term 2 and Term 3 and this data informs planning, pupil progress meetings, parent's evenings and reports, where information about each pupil's learning is shared. This culminates in the completion of the Early Years Foundation Stage Profile at the end of FS2. Each pupil's development is recorded against three prime areas and four specific areas. The following grading system is used to judge pupils' attainment in relation to the Early Learning Goals.

Emerging	Emerging +	Expected	Expected +	Greater Depth

Prime Areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Judgments about pupils' attainment are made using teacher observations, summative assessment, such as half termly RWI assessments and pupils' work. Teachers meet to moderate judgements to ensure consistency and refer to the non-statutory (DfE) Development Matters guidance, Birth to 5 Matters and Early years foundation stage: exemplification materials (DfE).

3.2.2 Formative Assessment in the Prep School

The Prep School has an annual Assessment Schedule which can be found in the Appendix 10 Table 3.1.3

This involves ongoing assessment carried out by teachers and assistants, both formally and informally, during a lesson or unit of work. Through this, the positive achievements of the pupils may be recognised and discussed, in relation to learning objectives and individual targets. The results of formative assessments have a direct impact on the teaching and learning strategies employed after assessment. Formative assessment strategies employed during the lesson may include:

- **Questioning** - asking questions to assess students starting points in order to be able to adapt the learning to their needs, asking a range of questions from literal to high order, using thinking time and talking partners/feedback friends.
- **Observing** - observing children and listening to their discussions to assess their learning as it is happening, making planned observations of particular children to support their learning in the classroom.
- **Discussing** - holding brief impromptu discussions with children to follow up any surprises at their responses during the lesson, discussing misunderstandings or misconceptions, holding informed discussions to follow up on earlier assessments.
- **Analysing** - marking and assessing written work with pupils.
- **Checking understanding** - conducting recall tests/quizzes, questioning, introducing brief review checks that draw upon what has been taught previously, exit slips.
- **Peer and Self-Evaluation** - pupils assess each other and themselves, this can encourage pupils to take greater responsibility for their learning, for example, by encouraging engagement with assessment criteria and reflection of their own performance and that of their peers

3.2.3 Summative

Assessments occur at three defined periods of the academic year (Data Drop 1, 2 and 3.) These data drops are based on tests taken independently, in test conditions. In addition to this, the Progress Tests in English and Maths are completed online for Years 2 – 6. The Progress Tests in Science are completed online for Years 3, 4, 5 and 6. The NGRT test for reading will be conducted by all pupils in Years 3-6 termly and CAT4 assessments by pupils in Years 2, 4 and 6 in Term 1. The aim of such assessments is to record the overall achievements of pupils in a systematic and standardised way and to provide further evidence of judgements made by teachers regarding areas of strength and development of individuals in their care. Results are also tracked across the school to monitor the progress of individuals. A record of pupil's progress and attainment is collated on Go4Schools.

Attainment Grade	G4S Code	Senior School equivalent	What does that mean?	Measure against curriculum standards.
Below	B	1	The pupil is working at a level that is below age related expectation and cannot access the current year group curriculum.	Working **towards**

Emerging -	EMG-	2	The pupil is not yet working at the expected level for their age group but is accessing the work with support.	curriculum standards
Emerging	EMG	3	The pupil is not yet working at the expected level for their age group but is beginning to work independently on age related content.	
Emerging +	EMG+	4	The pupil is beginning to work at the expected level for their age group but not consistently.	Working **at** curriculum standards
Expected -	EXP-	5	The pupil is working at the expected level for their age group in the majority of areas of the curriculum.	
Expected	EXP	6	The pupil is working at the expected level for their age group in all areas of the curriculum.	
Expected +	EXP+	7	The pupil is working at the expected level for their age group in all areas of the curriculum and are beginning to master (exceed) in some areas of the curriculum.	Working **above** curriculum standards
Mastery	M	8	The pupil has mastered the curriculum for their age group and is working above age related expectations.	
Mastery +	M+	9	The pupil has mastered the curriculum for their age group and is working above age related expectations. They are able to display a deeper level of knowledge in all curriculum areas and show levels of knowledge beyond what has been taught.	

Progress

Progress is measured in a number of ways:

	Internal assessments	External PTs
Progress above expected level	An increase in a sub-level or more across a year or the maintaining of 'Above' across the year.	GL defined 'Above Expected Progress' GL defined above 'Expected Progress' where the stanine remains at Grade 9
Progress at expected level	Sub-level is maintained across a year	GL defined 'Expected progress' from one year to the next, where the stanine remains the same (except for 9 to 9)
Progress below expected level	Sub-level grade goes down over the course of a year	GL defined 'Below expected progress' from one year to the next

3.2.4 Analysis – Curriculum Adaptation

Information gained through the assessment process will be used to make curriculum planning and resource decisions. Teachers are encouraged to be reflective practitioners, making informal evaluations of their lessons which are then discussed by year group teams.

Teachers' planning will be reviewed regularly by subject Middle Leaders and the Deputy Head Academic. The findings of these reviews are regularly discussed at staff and CLT level, with appropriate targets set as a result for subject and resource development.

3.2.5 Diagnostic

All assessments can provide diagnostic evidence. However, certain assessment tools can be particularly useful in providing more detailed data, such as the highlighting of a specific learning need, e.g.: Dyslexia, or the identification of a child as being 'Gifted and Talented' in a given area. Diagnostic assessments allow strengths and weaknesses and learning styles of individuals to be identified and appropriate next steps taken, including the involvement of outside agencies such as Educational Psychologists, Speech and Language Therapists or the implementation of an Individual Education Plan.

3.3 Senior School - The Assessment and Recording Process and Forms of Assessment

3.3.1 Baseline testing and target setting

Baseline tests are conducted in the form of CAT4 tests for all pupils joining the Senior School. These tests are repeated bi-annually or in line with KHDA recommendations. These assessments help to establish each pupil's learning potential. This provides two grades:

- **MEG** – the minimum expected grade, which comes from the CAT4 'most likely' grade. This grade is used for internal analysis.
- **Target Grade**– An aspirational target that is shared with both pupils and their parents. By default, this is the CAT4 'most likely' grade plus one. However, subject leaders can request that this is altered via consultation with their SLT line manager.

Any reductions in target grades need to be agreed by the Assistant Head (Assessment). These targets are used to monitor how pupils are performing at the six half-termly data points.

Target grades are set for the year ahead and reviewed for the new academic year. Targets will enable all pupils to make progress. Value added scores will be given to monitor how much value has been added when attainment is compared to the CAT4 data.

3.3.2 Regularity of Assessment and Data analysis

Assessment of pupil learning in the senior school takes place throughout the school day. Teachers will use formative assessment strategies as a rule in the classroom: including questions, observations, discussions, peer/self-marking and directed reflection time on work completed.

Assessments occur throughout the school year, with standardised data collection points at the end of each half term. These data drops are based on tests taken independently, in test conditions. The Progress Tests in English, maths and science are completed online, as is the NGRT test. Pupils also complete routine external assessments for Arabic and Islamic with the ABT and ISBT external assessments. The aim of such assessments is to record the overall achievements of children in a systematic and standardised way and to provide further clarification of judgements made by teachers regarding areas of strength and development of individuals in their care. There are regular opportunities for teachers to standardise and moderate assessed work – these may be within departments, through the use of examination board material or in collaboration with other schools both locally and internationally.

Staff analyse the data provided for pupils to inform planning and appropriate curriculum adaptations. Results are also tracked across the school to monitor the progress of individuals and micropopulations such as: Emirati, SEND, G&T etc. Heads of Department and Subject Leaders are responsible for the collation of assessment scores and the analysis of this data, fortnightly line management meetings will have a focus on the discussion of this data and subject leaders will perform termly analyses of the data within their department.

3.3.3 Attainment and Progress

Attainment Grade

The Attainment grade is a judgement of the level of knowledge, understanding and skills that a child has shown in a subject, these are determined by all available evidence. Grades are reported to pupils and parents at the end of each half term.

The attainment grades used are in line with GCSE grades and are shown below:

Year 7-11 Attainment Grades	
9	Above expected attainment level
8	
7	
6	
5	Expected attainment level
4	Expected attainment level
3	Below expected attainment level
2	
1	

Within each grade there are 3 sub-grades, for example:
9+, 9=, 9- and 8+, 8=, 8-

Progress

Progress is measured in a number of ways:

	Internal assessments	External PTs	External GCSEs	External A-Levels
Progress above expected level	An increase in a sub-level or more within a year	GL defined 'Above Expected Progress' GL defined 'Expected Progress' where the stanine remains at Grade 9	The GCSE attainment level is above that achieved in the Year 10 end of year examination	The attainment level is above that delivered in Y12 end of year examination
Progress at expected level	Sub-level is maintained across a year	GL defined 'Expected progress' from one year to the next	The attainment level is at that achieved in the Year 10 end of year examination	The attainment level is the same as Y12 end of year examination
Progress below expected level	Sub-level grade goes down over the course of a year	GL defined 'Below expected progress' from one year to the next	The attainment level is below that achieved in the Year 10 end of year examination	The attainment level below Y12 end of year examination

Tracking

Pupil attainment, and progress are **tracked** using Go4School by Heads of Department and House Mistresses/House Masters. This academic data is contextualised by the tracking of non-academic or pastoral data such as behaviour, attendance and effort.

The purpose of pupil tracking is to:

- ensure that the individual needs of all pupils are met;
- help inform teacher's planning;
- highlight pupils or groups of pupils who may benefit from intervention strategies;
- inform the College's self-evaluation process.

Teachers should make frequent reference to tracking data within their planning.
Pupil performance against their target (progress) is described using the following nomenclature:

Exceeding	The pupil demonstrates greater depth of understanding than expected.
Expected	The pupil demonstrates knowledge, skills and understanding at an expected level.
Emerging	The pupil is working towards demonstrating knowledge skills and understanding at the expected level.

The assessment schedule for the Senior School can be found in the appendix

3.3.4 Analysis – Curriculum Adaptation

Information gained through the assessment process will be used to make curriculum planning and resource decisions. Teachers are encouraged to be reflective practitioners, making informal evaluations of their lessons which are then discussed by year group teams. Teachers' planning will be reviewed regularly by subject Middle Leaders and SSLT responsible for assessment. The findings of these reviews are regularly discussed at staff and CLT level, with appropriate targets set as a result for subject and resource development.

4. Reporting and Parent Teacher Conferences

4.1 Prep School

Reports provide parents accurate statements about pupils' achievements and progress across a wide spectrum of subjects including extra-curricular achievements and personal, social and emotional skills. The cycle has been set up to provide the most useful information to parents. Assessments are completed so that teachers can use the data to inform reports. Parents receive the reports and then have a parent teacher conference so that they can discuss any aspects of interest with the teacher so that there is a clear and open dialogue.

4.1.1 End of Term - Full Reports

This is a full report that covers all areas of the curriculum, including those taken by specialist teachers. All reports are produced on Go4Schools and parents can access them.

4.1.2 Interim Report

Interim reports take the form of an attainment and effort grade for key curriculum areas, an attendance percentage and a short statement from the class teacher.

4.1.3 Parents Teacher Conference and Reporting Timeline

	Term 1	Term 2	Term 3
1st	Term 1 - Full Report (Core Subjects) Attainment and attitude to learning (Non-Core)	Term 2 Interim report	End of Term - Full Report (All subjects)
2nd	Parent Teacher Conference	Parent Teacher Conference	Pupil-led conference

4.1.4 Report Gradings

Attitude to Learning Grade

The Attitude to Learning grade is a judgement of the pupils *learning dispositions* in a subject, such as consistency in effort, concentration, independence, critical thinking, creativity, problem solving and motivation. See appendix for Attitude to Learning descriptors.

Attainment Grade

The Attainment grade is a judgement of the level of knowledge, understanding and skills that a pupil has shown in a subject. The attainment grades used in this report are shown below.

Greater Depth	The pupil demonstrates greater depth of understanding than expected.
Expected	The pupil demonstrates knowledge, skills and understanding at an expected level.
Emerging	The pupil is working towards demonstrating knowledge skills and understanding at the expected level.

4.2 Senior School

Senior school students receive monthly interim report updates and a full written report at the end of each term

4.2.2 Parents Consultations and Reporting Timeline

	Autumn	Spring	Summer
Parent Consultations	Year 7, 8, 9,10,11, 12	Year 7, 8, 9,10,11, 12	Year 7, 8, 9,10,11, 12 (pupil led)
Reports	Data only report	Data only report	Full written reports

5. Assessment and Record Keeping

5.1 Early Years

Individual staff are required to keep a record of summative assessment results by recording them onto our tracking system; OTrack and Go4Schools. All data must be kept up-to-date and accurate, as it will be utilised for whole school tracking and monitoring purposes.

5.2 Prep School

Individual staff are required to keep a record of summative assessment results by recording them onto our internal tracking system; Go4Schools. All data must be kept up-to-date and accurate, as it will be utilised for whole school tracking and monitoring purposes.

5.3 Senior School

Individual staff are required to keep a record of each pupil's marks in their own mark books within Go4Schools alongside additional internal departmental tracking systems - this may be electronic or in paper form. Half-termly data input is centralised via Go4Schools. All data must be kept up-to-date and accurate, as it will be utilised for whole school tracking and monitoring purposes. Summative assessment results are recorded. Parents and pupils have access to data within Go4Schools, which encourages pupils to take increasing levels of responsibility for their own learning.

6. Staffing and Resources

Responsibility for the implementation of this policy within Brighton College Dubai is with the College Leadership Team through Heads of Departments to class/subject teachers. The policy is coordinated by the Head of Senior School; Assistant Head: Assessment and Quality Assurance; Deputy Head Academic; Head of Prep; Head of Pre-Prep and Deputy Head of the Prep School.

7. Associated Documents

The following documents/policies should be referred to in consultation with this document:

- Report writing guidance
- Marking and feedback policy

8. Monitoring and Review

This policy is to be reviewed and checked annually by the CLT.

9. Approved by

Monitoring and review

Policy to be reviewed and checked annually by the Head Master.

Head Master on behalf of the College:



Simon Crane, Head Master

Chair on behalf of the Governors:



Craig Lamshed, Board Member

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Pp.2 and 4 Changed *'Able Gifted and Talented'* to *'Gifted and Talented'* Pg. 4 and 8 replaced *'O Track'* with '*Internal System or Gradeset'* P.g 6 Added the word *'Emerging'* to the code *'Working Towards'* Pg.6- Senior school added Months P.7- Removed *'Positives +'* and *'A Series of Targets'*. *P.7*- changes made to parental consultation due to new year groups etc. Pg. 8- added *'Deputy Head of Prep'* Pg. 8 5.3- removed '*SISRA'* Pg. 10- deleted *'PASS'* , '*KPI's'*, *'SATs'* and *'SpAG'* Pg. 11 removed *'Humanities'*.		April 2020
2.0	Pg4 – OTrack added Pg4 - 5-point assessment scale added Pg8 – Reports and Parent consultation timeframe updated Pg10 - Appendix Assessment Calendar added	Head of Prep	Jan 2022
3.0	Pg 2 – Early Years section edited Pg 8 – Added in details of O-Track Prep Summative Assessment Timetable Table 3.1.4 – Updated Throughout – Changed from Autumn, Spring, Summer to Term 1, Term 2 and Term 3	Head of Pre-Prep	Jan 2022
4.0	Addition of appendices – attitude to learning and assessment calendar. Change to pupil/led academic tutorials	Deputy Head Academic	Jan 2022
5.0	Additional information regarding external assessments	Deputy Heads (Prep and Senior)	April 2022
6.0	Policy updated	Head of Senior School	Dec 2023

7.0	Policy updated	Head of Senior School	January 2024
8.0	Policy updated	Head of Senior School	Sept 2024
9.0	Policy updates (parent teacher conferences; early years systems; assessment dates and updating of Appendix 3.1.3a)	Deputy Head of Prep School	April 2025
10.0	Policy updated	Head of Senior School	April 2025
11	Policy checked and updated. Update to attainment gradings in Prep School – table added on page 7	Head of Senior School & Deputy Head of Prep School	October 2026
12			

10. Appendix

Prep Summative Assessment Timetable 3.1.3a

	Term 1	Term 2	Term 3
FS1	Baseline Ongoing observations	Tracking against EYFS DM Ongoing observations	Tracking against EYFS DM Ongoing observations
FS2	RWI phonics Baseline Ongoing observations	RWI phonics Ongoing observations Tracking against EYFS	RWI phonics Ongoing observations EYFSP reporting
Year 1	Data Drop 1 (Teacher Judgement from internal assessments)	Data Drop 2 (Teacher Judgement from internal assessments)	Data Drop 3 (Teacher Judgement from internal assessments) Phonics Screening
Year 2	Data Drop 1 (Teacher Judgement from internal assessments) CAT4	Data Drop 2 (Teacher Judgement from internal assessments)	Data Drop 3 (Teacher Judgement from internal assessments) GL PTE, PTM Arabic Benchmark Test Islamic Benchmark Test

Year 3	Data Drop 1 (Teacher Judgement from internal assessments) NGRT Form A PASS	Data Drop 2 (Teacher Judgement from internal assessments) NGRT Form B	Data Drop 3 (Teacher Judgement from internal assessments) NGRT Form C GL PTE, PTM, PTE Arabic Benchmark Test Islamic Benchmark Test
Year 4	Data Drop 1 (Teacher Judgement from internal assessments) NGRT Form A PASS CAT4	Data Drop 2 (Teacher Judgement from internal assessments) NGRT Form B	Data Drop 3 (Teacher Judgement from internal assessments) NGRT Form C GL PTE, PTM, PTE Arabic Benchmark Test Islamic Benchmark Test
Year 5	Data Drop 1 (Teacher Judgement from internal assessments) NGRT Form A PASS	Data Drop 2 (Teacher Judgement from internal assessments) NGRT Form B	Data Drop 3 (Teacher Judgement from internal assessments) NGRT Form C GL PTE, PTM, PTE Arabic Benchmark Test Islamic Benchmark Test
Year 6	Data Drop 1 (Teacher Judgement from internal assessments) NGRT Form A PASS CAT4	Data Drop 2 (Teacher Judgement from internal assessments) NGRT Form B	Data Drop 3 (Teacher Judgement from internal assessments) NGRT Form C GL PTE, PTM, PTE Arabic Benchmark Test Islamic Benchmark Test

Ongoing end of unit assessments in Phonics, English, Maths and Science

Senior School – Attitude to Learning Descriptors Table 3.1.4

Attitude to Learning Descriptors

BRIGHTON COLLEGE DUBAI

	Exceptional	Good	Satisfactory	Unsatisfactory
Focus	I am highly focussed	I focus well in lessons	I am sometimes distracted	I am often distracted
Participation in lessons	I play a proactive part in lessons, sometimes acting as a lead learner	I participate fully in the lesson	I am mostly willing to get involved in lessons	I am reluctant to get involved
Challenging myself	I take every opportunity to challenge myself	I respond positively to challenging activities	I sometimes attempt challenging tasks	I normally need pressure to attempt learning tasks
Seeking help	I seek my own solutions to problems	I seek help when needed	I sometimes ask for help when I need it	I rarely ask for help when I need it and I may refuse support.
Taking pride in work	I am incredibly proud of my work, it is sometimes used as exemplar work for others	I usually take pride in my work	I ensure my work is legible and organised	I rarely demonstrate pride in my work
Preparedness for learning	I am always prepared for lessons, often reading up on the topic beforehand	I am always prepared for lessons	I am mostly prepared for lessons	I can be unprepared for lessons
Prep	I complete prep thoroughly and often seek further learning independently	I complete prep to a good standard and seek help when I am unsure of expectations	I spend the expected amount of time on prep and complete most work	I regularly forget to do prep
Organising time	I organise time effectively	I organise time well and seldom miss deadlines	I sometimes miss deadlines	I miss most deadlines
Independence	I approach learning with an active interest and ask questions	I answer questions and connect ideas, I don't need close supervision	I mostly work well independently but sometimes need supervision	I do not engage unless closely supervised
Resilience	I am resilient and learn from my mistakes	I show resilience most of the time	I sometimes give up easily but know what to do if I need help	If I find a task difficult, I give up too quickly.
Response to feedback	I invite and act on feedback to improve my work	I take action based on feedback	I mostly attempt to act on feedback	I rarely attempt to act on feedback
Collaboration with others	I help others when they need help	I work well with others	I generally work well with others, sometimes I can rely on others to do the work	I distract others
Consideration of others	I am consistently aware of and considerate of others	I show kindness, consideration and respect	I mostly work well but occasionally can disrupt the learning in the classroom	I regularly disrupt the learning in the classroom
Standard of work	I complete work to an excellent standard	I complete work to a good standard	My work can sometimes show a lack of care or detail	My work is often incomplete or inadequate
Leadership skills	I lead by example in all areas of my learning, often leading teams in group activities	I am mostly confident in leading aspects of learning	I am developing my leadership skills but am more comfortable with guidance	I need to work on developing my confidence and leadership skills.
Reflection	I am highly reflective as a learner, I always consider what I have learned and what I still need to understand	I am mostly reflective in my learning, thinking about what I need to do to improve	I sometimes reflect on what I have learned and what I need to do next	I rarely think about what I have learned or make plans as to what I need to do next

Senior School Assessment Schedule

See College calendar.

Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Academic Plan written for KHDA approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.