

Nurture ~ Believe ~ Discover ~ Achieve

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

Primary Assessment Policy 2026 - 2027

Assessment Policy 2026 - 2027

Safa Community School

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1. Rationale:

At Safa Community School, assessment is an integral part of effective teaching and learning. It enables teachers and leaders to understand students' starting points, identify strengths and next steps, adapt teaching and curriculum provision, and evaluate the progress and outcomes of individuals and groups over time.

Assessment is most effective when it is purposeful, proportionate and based on a range of evidence. A clear and consistent whole-school approach ensures that assessment information is accurate, meaningful and used effectively to improve learning, while maintaining appropriate consistency across subjects, phases and year groups.

2. Aims:

- To enhance teaching and learning through effective formative and summative assessment practices, ensuring assessment information informs both immediate and future teaching decisions.
- To establish consistent, accurate and proportionate assessment practices across subjects, phases and year groups.
- To identify students' starting points, strengths and next steps so that teaching and curriculum provision can be adapted appropriately.
- To support inclusive practice by ensuring assessment is accessible and equitable, enabling all students to demonstrate their knowledge, skills and understanding.
- To identify students requiring additional support or greater challenge and ensure appropriate classroom adaptation, intervention or extension is provided in a timely manner.
- To monitor and evaluate both attainment and progress for individual students and identified groups over time.
- To triangulate teacher assessment, internal assessment and external benchmarking information to build a reliable and holistic understanding of student performance.
- To use assessment information strategically to evaluate curriculum effectiveness, identify trends and inform school improvement priorities.
- To provide appropriate accountability for student progress and attainment at individual, class, subject, phase and whole-school level.
- To develop assessment literacy and professional reflection, enabling staff to interpret assessment information effectively and use it to improve teaching and student outcomes.

3. SCS Alignment with UAE, UK National and International Standards

Safa Community School uses a combination of internal assessment, UK curriculum benchmarks and externally standardised assessments to evaluate students' attainment and progress and to ensure outcomes are considered within an appropriate national and international context.

In line with KHDA and UAE National Agenda requirements, students complete external benchmark assessments at designated points throughout their education. For the 2026–27 academic year, the National Agenda requirements completed at Safa Community School include:

- **CAT4** as a measure of cognitive ability for students in **Years 4 and 6**.
- **External attainment and progress assessments in English Language, Arabic Language (A and B), Mathematics and Science** for students in **Years 4 to 6**.
- **NGRT** as a standardised measure of reading literacy for students in **Years 4 to 6**.

These external assessments provide an independent benchmark against which the performance of individual students, identified groups and cohorts can be evaluated. Outcomes are analysed alongside school-based assessment information and are not used in isolation.

Teachers and leaders use this triangulated evidence to identify strengths and gaps in learning, compare attainment with appropriate UK and international benchmarks, evaluate progress from students' starting points and cognitive profiles, inform curriculum adaptation, and identify where additional support or greater challenge may be required.

Where appropriate, the school also participates in international assessments such as **PISA, TIMSS and PIRLS**, enabling leaders to evaluate student outcomes and curriculum effectiveness within a wider international context.

In the Foundation Stage, end-of-FS2 outcomes are evaluated against the Early Years Foundation Stage Early Learning Goals and compared with published UK Good Level of Development benchmarks. In Year 1, students complete the Phonics Screening Check to evaluate whether they have developed phonic decoding to the expected standard and to identify students requiring further support.

4. Assessment at Safa Community School

Assessment at Safa Community School is an ongoing process that supports effective teaching, identifies students' strengths and next steps, and informs appropriate adaptations to curriculum provision. Formative assessment is embedded within everyday teaching and is complemented by planned summative assessment and external benchmarking. Teachers draw upon a range of evidence, including classroom interactions, observations, student work, curriculum assessments and standardised assessments. Professional judgements are based on a triangulation of relevant assessment evidence rather than any single measure. Formal attainment and progress

information is recorded at agreed assessment points during the academic year and used to inform planning, intervention, curriculum development and school improvement.

5. Foundation Stage Learning Journeys

Assessment in the Foundation Stage is continuous, predominantly formative and based upon practitioners' professional knowledge of each child developed through observation, interaction and engagement in everyday learning. Teachers use assessment information to identify children's strengths, interests and next steps and to adapt provision across the seven areas of learning within the Early Years Foundation Stage. Seesaw is used to share significant aspects of each child's learning journey with families and provide parents with an insight into learning and development. Formal assessment information is recorded at agreed points during the year within iTrack. Judgements are informed by a range of evidence and teachers' professional knowledge of each child.

At the end of FS2, children are assessed against the 17 Early Learning Goals and outcomes are used to determine achievement of a Good Level of Development, evaluate curriculum effectiveness and support transition into Year 1.

6. Year 1 Phonics Check

All students in Year 1 complete the National Curriculum Phonics Screening Check. This provides an external benchmark of students' phonic decoding and identifies those who may require further support. This test is administered by the classroom teacher or support staff member using the FFT platform.

Outcomes are analysed alongside teacher assessment and classroom evidence and are used to inform subsequent phonics provision, intervention and transition into Year 2.

7. Feedback and Assessment

Feedback at Safa Community School is an integral part of the assessment process and is used to move learning forward. Feedback should be timely, specific and purposeful, helping students to understand what they have done well, address misconceptions and identify appropriate next steps. Feedback may be verbal, written, digital or provided through live interaction during lessons. Teachers use professional judgement to select the most effective form of feedback according to the age of the student, the learning intention and the nature of the task.

Students are supported, in age-appropriate ways, to respond to feedback, reflect on their learning and take increasing ownership of their next steps. Opportunities for self-assessment and peer assessment are used where appropriate to develop independence, metacognition and

a clearer understanding of success criteria. Feedback should lead to meaningful action and should not create unnecessary workload for either teachers or students.

Further guidance is available in the school's Feedback Policy.

8. Formative Assessment

Formative assessment, or assessment for learning, is an ongoing and integral part of teaching and learning at Safa Community School. It enables teachers to identify what students know, understand and can do during the learning process, allowing teaching to be adapted in response to emerging strengths, misconceptions and next steps.

Teachers use a range of formative assessment strategies appropriate to the age, subject and needs of students. These include:

- **Questioning and classroom dialogue:** Targeted questioning, discussion and hinge questions are used to check understanding, probe thinking and identify misconceptions.
- **Observation:** Teachers observe students during independent, collaborative and practical learning to gather evidence of understanding, application and learning behaviours.
- **Live feedback:** Timely verbal, written or digital feedback is used to address misconceptions, reinforce successful strategies and move learning forward.
- **Retrieval and assessment activities:** Low-stakes quizzes, exit tasks, retrieval activities and short assessments are used to identify what has been retained and where further teaching may be required.
- **Student reflection:** Students are supported, in age-appropriate ways, to reflect on their learning, recognise strengths and identify appropriate next steps.
- **Self and peer assessment:** Structured opportunities for students to evaluate their own learning and that of their peers are used where appropriate to develop independence, metacognition and understanding of success criteria.
- **Digital assessment tools:** Platforms including **Century Tech**, **SPaG.com** and **Maths.co.uk** may be used to provide additional diagnostic information, identify gaps in understanding, offer immediate feedback and inform subsequent teaching.
- **Artificial intelligence:** School-approved, age-appropriate AI tools may be used to enhance formative assessment where they have a clear educational purpose. This may include tools that generate adaptive questions, provide differentiated explanations, support retrieval practice, offer structured feedback or enable students to explore misconceptions through guided dialogue. Student-facing AI tools should be selected according to the age and needs of learners and used with appropriate teacher oversight, safeguarding and data protection measures.

- **SOLO Taxonomy:** Teachers use SOLO Taxonomy to plan for increasing levels of cognitive complexity within lessons and sequences of learning. This supports clear progression from surface understanding towards deeper and more connected thinking. Formative assessment strategies are then used throughout the lesson to identify where students are within this progression, enabling teachers to adapt questioning, support and challenge accordingly.
- **SCS Learning Gears and metacognition:** Formative assessment supports the development of the SCS Learning Gears by encouraging students to think about how they learn, respond to feedback and become increasingly independent and reflective learners.

Digital and AI-generated assessment information should complement, rather than replace, teachers' professional judgement. Teachers should triangulate information from classroom interactions, student work, assessment activities and digital tools to build an accurate understanding of learning.

Formative assessment should lead to action. Information gathered is used to adapt teaching, adjust the level of support or challenge, address misconceptions and inform future curriculum planning. Assessment activities should be purposeful and proportionate and should not create unnecessary workload or evidence collection.

9. Summative Assessment

Summative assessment is used at agreed points during the academic year to provide a clear picture of student attainment and progress over time. It complements ongoing formative assessment and is used alongside a range of evidence to support accurate professional judgements.

9.1 Moderation Grids:

Teachers use moderation grids to support consistent and reliable assessment judgements across year groups and subjects. Judgements are informed by a triangulation of evidence, including student work, curriculum-based assessments, classroom performance and relevant standardised assessment information.

Moderation supports professional dialogue and ensures that judgements are aligned with curriculum expectations and the school's six-point assessment scale. This process is used across

Maths, Reading, Writing, Science and Moral, Social and Cultural Studies/Social Studies, alongside other subjects where appropriate.

9.2 iTrack:

iTrack is used to record formal summative assessment information at baseline, mid-year and end-of-year points. Teacher judgements are recorded against the school's six-point scale, which sits within the broader categories of Emerging, Expected and Exceeding (see Appendix 1).

Assessment information is analysed at individual, class, group, year-group, subject, phase and whole-school level to identify strengths, gaps and trends. This analysis informs adaptive teaching, curriculum development, targeted support and strategic school improvement priorities.

Pupil progress reviews are held at key assessment points to support evidence-based professional discussion and ensure appropriate action is taken where students require additional support or greater challenge. Summative outcomes and key trends are also reported to governance to support accountability and oversight of student achievement.

10. Parental Engagement & Support

At Safa Community School, strong partnerships with parents and carers are an important part of supporting student learning, progress and wellbeing.

Parents are provided with regular opportunities to understand their child's learning through online platforms such as Seesaw and Century Tech, parent-teacher meetings, written reports and access to student work. These opportunities help families understand areas of strength, development and challenge, as well as the next steps identified through assessment.

The school provides workshops, webinars and other guidance to support parents' understanding of assessment practices, external benchmarking and the ways in which assessment information is used to inform teaching, curriculum adaptation, additional support and appropriate challenge.

Parents are invited to discuss their child's attainment and progress at scheduled parent-teacher meetings and may request additional meetings where further discussion or support is required.

Wider parental engagement opportunities, including initiatives such as "My Learning, My School", enable families to gain a deeper understanding of classroom practice, curriculum expectations and the resources used to support learning. These opportunities strengthen

communication between home and school and promote a shared understanding of how students are supported to make progress.

11. Reporting Assessment Data to Parents

Parents receive two formal written reports each academic year: one at the end of Term 1 and one at the end of the academic year.

Reports provide clear information about each student's attainment across all curriculum subjects. Students are also assessed against the SCS Learning Gears, with a reported level reflecting their development in the learning behaviours and attributes promoted through the school's learning framework.

Where appropriate, standardised external assessment outcomes are also shared with parents. These may include CAT4, Progress Test and other relevant benchmark assessment results, depending on the year group and assessment cycle. External assessment information is considered alongside school-based assessment evidence to provide a balanced understanding of each student's performance.

Class teachers provide personalised comments outlining individual strengths, areas for development, progress made and appropriate next steps. This ensures parents receive a clear and meaningful overview of their child's academic development and wider learning behaviours.

12. Inclusion

Safa Community School is committed to inclusive practice and to ensuring that assessment supports the progress and achievement of all learners. Class teachers are responsible for the progress of every student in their class and provide high-quality adaptive teaching that responds to individual strengths, needs and barriers to learning.

Where assessment information indicates that a student is not making expected progress, teachers work collaboratively with the Inclusion Team, parents and, where appropriate, external specialists to identify barriers and plan appropriate support. The school follows the **Assess–Plan–Do–Review** cycle, with Individual Learning Plans reviewed regularly with students and families to ensure provision remains appropriate, responsive and evidence-informed.

Students requiring additional monitoring are identified and reviewed through agreed school processes so that emerging needs can be addressed in a timely manner. Assessment information is used to inform support and provision, not to label students by perceived ability, and high expectations are maintained for all learners.

Reasonable accommodations and access arrangements are provided where appropriate, in line with individual needs, specialist recommendations and the requirements of specific assessments. These adjustments are designed to ensure that assessment remains fair, accessible and a valid reflection of each student's knowledge, understanding and skills.

Further guidance is provided within the school's SEND Policy.

13. Responsibilities and Roles

All members of the Safa Community School community share responsibility for ensuring that assessment is accurate, purposeful and used effectively to support student progress and achievement.

Senior Leadership Team

Senior Leaders provide strategic oversight of assessment across the school, ensuring that policy, practice and systems are implemented consistently and that assessment information is used to inform school improvement priorities.

Data and Assessment Leadership

The school's data and assessment leadership is responsible for coordinating whole-school assessment processes, maintaining the quality and reliability of assessment information, overseeing internal and external assessment cycles, supporting moderation and standardisation, and analysing attainment and progress at student, group, year, phase and whole-school level.

Class Teachers

Class teachers are responsible for the day-to-day use of formative and summative assessment. They use assessment evidence to adapt teaching, identify misconceptions, provide appropriate support and challenge, track progress and communicate relevant information to students and parents.

Subject Leaders

Subject Leaders monitor assessment within their curriculum areas, ensuring that judgements are aligned with curriculum expectations and that assessment information is used to evaluate coverage, progression, strengths and areas for development.

Inclusion Team

The Inclusion Team works alongside teachers to identify barriers to learning, support appropriate assessment arrangements and ensure that assessment information informs personalised provision, intervention and review.

Students

Students are supported to engage actively with assessment through reflection, feedback, self-assessment and discussion of their next steps.

Parents and Carers

Parents and carers contribute by engaging with reports, feedback, parent-teacher meetings and other opportunities to discuss progress and support learning at home.

Overall Strategic Responsibility

Overall strategic responsibility for assessment lies with the **Senior Leader for Data and Assessment**, supported by the **Deputy Head of Data and Assessment** and other relevant members of the Senior Leadership Team. Specific responsibilities are delegated appropriately across the wider leadership structure to ensure effective implementation, monitoring and accountability at whole-school, phase and subject level.

Review Date: September 2027

Appendix 1 - SCS Assessment Scale



