

Repton Dubai

Assessment Policy

Academic Year 2026–27

Owner: Senior Leadership Team · Review cycle: Annual · Aligned to KHDA assessment requirements

1. Assessment at Repton Dubai

1.1 Our Vision, Mission and Definition

Assessment Vision: To utilise data gathered through assessments to inform students, teachers and parents of the academic progress of individual students and groups, in the rigorous pursuit of excellence.

Assessment Mission: To provide high-quality and informative feedback, through a variety of assessment methods, that allows each student to have a personalised learning experience.

Definition of Assessment: Assessment is the process of gathering information from a variety of sources to gauge student progress against curriculum expectations, to provide feedback that guides future instruction and learning.

At Repton Dubai, assessment lies at the heart of the day-to-day teaching and learning that takes place. We strive to provide outstanding learning opportunities for all students through carefully planned activities based on ongoing Assessment for Learning. Teachers use a variety of assessment methods to understand how a student is progressing within a specific topic, subject or across a key stage. Diagnostic, formative and summative assessment are all used, incorporating external assessments such as key stage 4 and 5 examinations, mandatory GL progress testing, NGRT reading tests and CAT4 baseline assessments. Carefully planned and appropriate curricula are designed to meet the needs of the individual, and assessments in all forms help shape the learning experience.

"Assessments are critical to the education process. Without them, teachers would never know when to move onto the next subject, or how to help students understand concepts better."

— Assessment That Matters: A Student's Perspective

2. Mandatory Assessments

Repton Dubai ensures full compliance with the mandatory national assessment measures outlined by the KHDA. Across both the Junior and Senior School, age-appropriate students undertake the following assessments:

KHDA Mandatory Assessments

- CAT4 — Cognitive Abilities Test (Year groups as identified by KHDA)
- GL Progress Tests in English, Mathematics and Science (Years 4–10)
- New Group Reading Test (NGRT) — three times per year
- Year 1 Phonics Screening Check
- IGCSE / GCSE external examinations (Years 10–11)
- A Level external examinations (Years 12–13)

- IB Diploma Programme (IBDP) and IB Careers Programme (IBCP) assessments (Years 12–13)
- BTEC Level 2 and Level 3 assessments
- Cyclical participation in PIRLS, TIMSS and PISA in accordance with KHDA requirements

2.1 CAT4 — Cognitive Abilities Test

All new students to Repton Dubai and those in identified year groups complete the CAT4 assessment upon arrival. This assessment provides students, staff and parents with reliable data indicating a student's academic potential across four cognitive domains. In the Senior School, this allows for data analysis against the IGCSE grading scale (9–1) and enables comparison with potential grades at IB and A Level. CAT4 results also allow for the identification of More Able, Gifted and Talented students.

2.2 GL Progress Tests

Age-related standardised tests in English, Mathematics and Science allow schools to measure progress made across an academic year, while identifying strengths and areas for development for individuals, classes and cohorts. These are conducted towards the end of the academic year within the timeframe outlined by the KHDA. Students from Year 4 to Year 10 are required to complete these assessments.

2.3 New Group Reading Test (NGRT)

The adaptive NGRT provides reliable data on the age-related reading ability of students. Reading is fundamental to accessing the curriculum and this test identifies skills in both sentence and word reading and passage comprehension. The adaptive nature of the test challenges more able readers while remaining accessible to students who may find some literacy aspects difficult. It is a particularly valuable tool for identifying English Language Learners (ELL) in an international school community of over 80 nationalities. The NGRT is conducted three times per year in line with KHDA National Agenda Parameters.

2.4 Year 1 Phonics Screening Check

In line with KHDA recommendation (from 2022 onwards), the Year 1 Phonics Screening Check is performed in the later part of Term 3. It measures pupils' performance against the pass mark set by the English Government (32/40). The test, written by the Department for Education in England, is in two parts: the first tests simple word structures using single letter sounds and common digraphs; the second assesses more complex word structures, digraphs and trigraphs.

2.5 IGCSE / GCSE Examinations

Each subject at IGCSE has specific assessment procedures and guidelines determined by the relevant examination board. Students complete appropriate coursework and internal assessments across Years 10 and 11, before concluding their studies with external examinations as outlined by the relevant examination board. Students receive an overall grade on the 9–1 grading scale, which is published in mid-August. Further details on the grading scale are available at:

<https://ofqual.blog.gov.uk/2018/03/02/gcse-9-to-1-grades-a-brief-guide-for-parents/>

2.6 A Level and IB Diploma / Careers Programme

Like IGCSE assessments, each A Level and IB subject pathway has specific assessment methods appropriate to the course of study. Students complete formal internal assessments and formally marked coursework components that contribute to their overall grade. In most cases, courses conclude with formal external examinations in Term 3 of Year 13. Overall grades are published in early July for IB students and in mid-August for A Level students.

3. Reporting

Repton Dubai firmly believes that a clear triangulation between assessment, students and parents is vital to ensure effective progress. Informing parents is key — not just during formal reporting periods or parents' evenings, but as and when appropriate through emails, telephone calls, and in-person or virtual meetings. This ongoing assessment for learning and feedback ensures parents are regularly updated on their child's progress.

The formal aspects of reporting at Repton Dubai include:

- **Full written reports** outlining current attainment and specific targets relating to strengths and areas for development in each subject.
- **Interim reports** identifying attitudes to learning, namely: Attitude to Learning, Behaviour in the Classroom and Home Learning. Each area is graded on a 1*–3 scale in the Senior School.
- **Sixth Form reports** use IB-aligned language for IBDP students: Attitude – Thinkers; Behaviour – Inquirers; Contribution – Communicators; Prep – Principled. Each statement is clearly explained in the report.
- **Junior School reports** assess students' progress, attainment and effort as well as external assessment results. Students' progress towards their end-of-year target is also reported.
- **Examination cards** collated for examination cohorts, identifying the exam grade awarded based on the formal internal examination, compared to the CAT4 target grade.
- **Parents' evenings** each year group receives at least one parents' evening across the academic year for timely dialogue between teachers and parents regarding their child's progress.
- **Boarding reports** applicable to students in Years 7–13, boarding students receive a termly report from their Head of Boarding and Form Tutor.
- **Mandatory assessment reports** for CAT4 and GL Progress Tests, individual student reports are sent home at the appropriate stage of the academic year. Individual and group reports are also created for teaching staff.

4. Assessment through Leadership

It is the role of the leadership team to ensure that staff are appropriately trained and receive the most current CPD to ensure that assessment is purposeful and effective, while supporting a healthy work-life balance. Responding to educational change and examination board requirements means the leadership

team must create and foster a culture of continuous development so that all forms of assessment are effective, worthwhile and meaningful at every level.

4.1 Governors

Repton Dubai's Governors' aims in relation to assessment are:

- To support staff and ensure that appropriate CPD is in place to enable accurate and meaningful assessment.
- To provide an environment in which assessments are purposeful and well-designed.
- To review and challenge senior and middle leaders on assessment data.
- To support the purchasing of materials, resources and software that enable effective assessment and data analysis at all levels.
- To support new assessment initiatives and approaches.

4.2 Senior Leadership Team

Repton Dubai's Senior Leadership Team's aims in relation to assessment are:

- To provide staff with the most appropriate and evidence-informed pedagogical developments in the use of assessment.
- To ensure that staff assess students in line with school policy and that purposeful feedback is evident for all students, through quality assurance systems with middle leaders.
- To showcase and share best practice in assessment across departments.
- To communicate effectively with parents where assessments identify underperformance and to support middle leaders in developing appropriate learning journeys.
- To review new and existing policies with the question: 'Can we improve on this, and if so, how?'
- To provide a clearly structured and strategic assessment calendar so the curriculum can be planned effectively across the year.
- To provide relevant CPD that equips staff with new ideas, tools and approaches to assessment.
- To create opportunities for staff from different departments to work together and share assessment models.
- To provide a process through which new ideas can be presented to the SLT by students, staff and parents.
- To acknowledge and celebrate the external examination results achieved by Repton Dubai students.
- To ensure middle leaders are held to account based on the assessment data provided.
- To use data analysis software (SISRA) to analyse data and generate reports on specific student groups.
- To ensure that appropriate reports are sent to parents in a timely manner in line with the assessment schedule.
- To ensure that students complete external assessments in full compliance with examination regulations.

5. Assessment through Staff

Repton Dubai staff are fully aware of the importance of feedback and assessment in the progress and development of the individual against curriculum expectations. Staff use a variety of assessment methods to gather data and information, and to provide feedback that ensures students are aware of their strengths and areas for development within each subject. Teachers are supported in developing and using effective and appropriate assessment and feedback methods.

Repton Dubai's staff aims in relation to assessment are:

- To always strive to improve their practice and provide high-quality, personalised feedback.
- To dedicate time within meetings to share ideas and collaborative assessment practices with colleagues.
- To ensure students are provided with in-class feedback and that a range of Assessment for Learning (AFL) strategies are used effectively.
- To help students understand their strengths and areas for development based on AFL strategies.
- To complete all assessments and written reports in a timely manner.
- To analyse class and cohort data to identify trends and intervene accordingly.
- To set age-appropriate, purposeful assessments that inform future planning and teaching.
- To accurately record and report assessment data so that senior leaders can analyse trends.
- To use CAT4, GL Progress Testing and NGRT data to personalise the learning experience for students.
- To remain open to change and new approaches to assessment.

5.1 Internal Moderation and Standardisation

To ensure reliability, fairness and consistency of assessment outcomes, the school implements clear internal moderation and standardisation processes across all programmes. Teachers use agreed subject specifications, assessment criteria and mark schemes to inform assessment design and marking.

Departments engage in regular internal standardisation activities, including the review of student work against published criteria, collaborative marking and discussion of grade boundaries to ensure a shared understanding of standards. Departments complete a planned moderation and standardisation exercise one week prior to each published data collection deadline, to ensure accuracy and consistency of teacher assessment judgements before data is submitted. The specific moderation week dates are published annually in the whole-school assessment calendar.

Internal moderation and quality assurance processes are used to check the accuracy of internally assessed work, ensuring that marks awarded reflect programme requirements and provide students with a true reflection of their achievement. Middle leaders and senior leaders oversee these processes through planned quality assurance cycles, including work scrutiny, data review and follow-up actions, to ensure consistency within and across departments.

6. Assessment through Students

Assessment is the mechanism that drives students' learning. Students must be aware of their strengths and areas for development in order to improve and make progress against the curriculum criteria. They must also understand the rubric, guidelines and context of each assessment and how it will inform their learning. Students should be given meaningful time to reflect on and act upon the feedback they receive — without this reflection time, progress is limited.

"When students become reflective about the teaching and learning process, they are strengthening their own capacity to learn. Central to this is the principle of reflection as metacognition, where students are aware of and can describe their thinking in a way that allows them to close the gap between what they know and what they need to learn."

Students should be provided with a structured platform where they can work, be assessed and reflect upon their work to make sustained progress toward a goal outlined by the teacher.

Repton Dubai's student aims in relation to assessment are:

- To reflect upon the feedback offered by staff and respond constructively and promptly.
- To self-assess and peer-assess work, offering constructive feedback to peers or acknowledging areas of weakness in their own performance.
- To always look for ways to improve in specific subjects.
- To trust the school and staff when trying new approaches or assessment methods.
- To view failure as part of the learning journey and an opportunity to grow.
- To support peers in the rigorous pursuit of academic excellence.
- To remain open to change.
- To take advantage of opportunities provided by the school to offer constructive feedback on school life.
- To attempt all assessments with the correct attitude, always trying their best and valuing the information provided.
- To reflect and discuss feedback during academic review sessions with appropriate staff, setting personal targets based on reports received.

7. Assessment through Parents and Community

Parents make a significant investment in sending their child to Repton Dubai and it is important that they are part of the assessment process and are informed regularly about their child's progress. Ensuring parents are part of the assessment triangulation is vital for academic progress and development. Engaging parents in the learning journey of their child is imperative so that they fully understand the progress being made in relation to their expectations and the curriculum standards.

Repton Dubai's parent and community aims in relation to assessment are:

- To understand the academic progress of their child against curriculum standards and examination criteria.
- To read reports sent home and engage their child in this process, helping them identify strengths and areas for development.
- To support the academic approaches and methods of assessment used by the school.
- To provide constructive feedback on aspects of the school through the appropriate and communicated channels.

8. Reviewing the Impact and Progress of Assessment

The way assessment and feedback are communicated has developed significantly in recent years. Digital platforms such as Seesaw and MS Teams (Class Notebook) have transformed the way teachers offer feedback to students — through audio comments, links to additional resources and traditional written feedback. The increased use of technology allows work to be stored in central, accessible locations. Traditional AFL strategies — such as targeted questioning, entry and exit tasks — continue to be applied effectively alongside these digital tools.

The collection and use of CAT4 and GL data has become more rigorous and robust, allowing for more student-centred data analysis that improves teaching and learning. The SISRA data analysis system enables data in the Senior School to be reviewed at all levels, ensuring staff accountability for specific groups of students and allowing the pastoral team to access assessment data and implement appropriate intervention.

Across the Junior School, all subject areas set targets, conduct formative assessments against curriculum objectives and report summative judgements at the end of each term. Internal reports are created to allow the attainment and progress of pupil groups to be analysed.

A structured and strategic assessment calendar allows middle leaders to plan their curriculum effectively, taking account of appropriate assessment windows. Middle leaders are accountable for the quality of marking and feedback provided by their staff — particularly when using Seesaw or Class Notebook — and quality assurance should be in place throughout the year. A yearly review of new ideas, concepts or policies will take place with feedback gathered from relevant stakeholders.

Policy Details

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Approved by: Senior Leadership Team