



Queen
Elizabeth's
School

DUBAI SPORTS CITY

Assessment, Feedback Marking and Reporting Policy

Academic Year 2026-27

	Name	Title	Date
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Reviewed by	Dan Clark	Principal	22/04/2026
Approved by	Governing Body		10/07/2026
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1. Introduction and Ethos

At Queen Elizabeth's School, Dubai Sports City, assessment, feedback, marking and reporting are integral to high-quality and impactful teaching and learning. This policy establishes a consistent and rigorous whole-school framework, ensuring that assessment practices are applied coherently and effectively across all phases.

Assessment at QE Dubai Sports City serves not only to measure attainment, but to inform teaching, shape curriculum delivery, and secure strong student progress. A balanced approach to formative and summative assessment enables staff to identify strengths, address gaps, and respond precisely to the needs of all learners.

As an academically ambitious school with a strong pastoral foundation, QE Dubai Sports City is committed to developing students who are confident, able, and responsible learners. Assessment, feedback, and marking are key mechanisms through which this is realised, through:

- Promoting high expectations and academic rigour
- Providing clear, timely, and purposeful feedback
- Building strong relationships that support both learning and wellbeing through ongoing and personalised dialogue
- Ensuring every child is known, understood, and supported as an individual
- Enabling students to reflect, take ownership, and engage actively in their learning

Assessment systems at QE Dubai Sports City are designed to produce reliable, valid and meaningful data, which is used to:

- Inform planning and adaptive teaching
- Guide intervention and targeted support
- Monitor and support progress over time at individual, cohort and whole-school level
- Triangulate internal and external assessment data to ensure accuracy and reliability of judgements
- Communicate effectively with parents and stakeholders

Assessment processes at QE Dubai Sports City are coherent, consistent, and aligned to curriculum standards, ensuring reliable and comprehensive measures of students' academic, personal and social development. The policy aligns with the Education Endowment



Foundation and ensures that assessment is a central mechanism for securing measurable impact on student outcomes.

2. Aims of the Policy

This policy aims to establish a consistent, rigorous and high-impact approach to assessment, feedback and marking across Queen Elizabeth's School. It ensures that assessment is used purposefully to improve teaching, accelerate student progress, and secure strong outcomes for all learners. QE is firmly committed to ensuring that all students make outstanding progress from their respective starting points.

The policy aims to:

- Ensure assessment informs teaching and responds to the needs of all learners
- Promote high academic standards and ambition through clear expectations
- Develop confident, able and responsible learners who take ownership of their progress
- Ensure feedback is meaningful, timely, and leads to improvement
- Provide consistency and clarity across all phases of the school
- Use assessment data to monitor progress and inform targeted intervention and decision-making
- Ensure assessment judgements are accurate and consistent through effective moderation

3. Core Principles

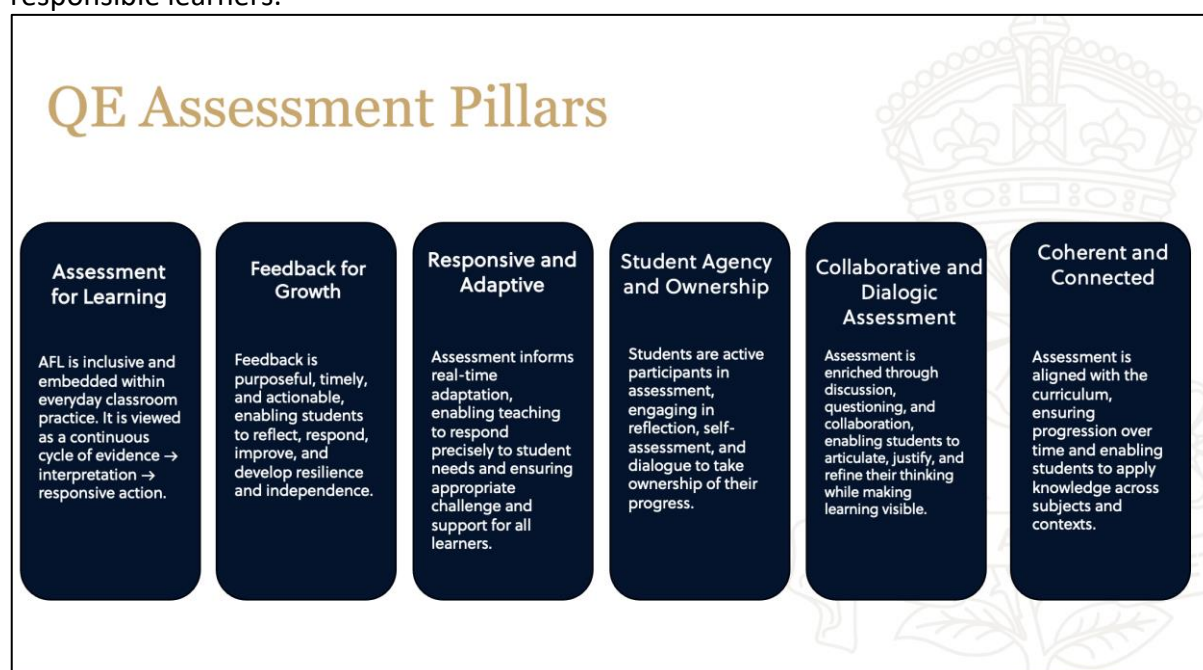
At Queen Elizabeth's School, assessment, marking and feedback are underpinned by the following core principles:

- Assessment drives learning
- Feedback leads to improvement
- Assessment must be evidence-informed and grounded in research
- Assessment is for, of, and as learning
- Students are active participants in their learning
- Assessment must be valid, reliable, and consistent
- Assessment must be inclusive and adaptive
- Assessment must be manageable and sustainable
- Assessment should inform strategic decision-making

These principles promote a culture of high expectations, strong relationships, and continuous improvement, ensuring that assessment and feedback are used effectively to support pupil progress, independence, and sustained improvement over time.

3.1 Assessment Pillars

The QE Dubai Sports City Assessment Pillars provide a coherent approach to assessment, fully aligned with the school's Curriculum and Pedagogical Pillars. They ensure assessment is integral to learning, making thinking visible, informing teaching, and driving progress. Together, they ensure consistency, clarity, and impact, developing confident, able, and responsible learners.



4. Assessment at QE

4.1 Formative Assessment (Assessment for Learning)

Formative assessment is integral to teaching and learning at QE Dubai Sports City and is embedded in every lesson. It is used continuously to assess understanding, identify misconceptions, and adapt teaching to meet the needs of all learners. This approach reflects established research on effective formative assessment, including the work of Dylan Wiliam.

Formative assessment strategies include:

- Questioning and structured discussion to elicit evidence of learning
- Checks for Understanding (CFUs)
- Observation of learning



- Live feedback
- Mini plenaries
- Sharing of learning objectives and success criteria
- Ongoing adaptation of teaching
- Self and peer assessment

Formative assessment, coupled with adaptive teaching, ensures that:

- Teaching is responsive and adapted in real time
- Misconceptions are identified and addressed promptly
- Feedback is specific to individuals and groups of students and moves learning forward
- Students understand what success looks like
- Students are actively engaged as both learners and contributors to the learning of others
- Students take increasing ownership of their learning
- Students are routinely involved in self and peer assessment, developing the ability to reflect on and evaluate their own learning

Through regular and effective formative assessments, teachers develop a detailed understanding of the strengths and areas for development of each student, enabling highly responsive and personalised teaching.

4.2 Summative Assessment (Assessment of Learning)

Summative assessment measures student attainment at key points in the learning process and provides a reliable indication of performance against curriculum standards and expectations, as well as the extent to which knowledge and skills have been retained over time.

It includes:

- End-of-unit assessments
- Internal examinations
- Standardised and international assessments

Summative assessment is used to:

- Evaluate attainment against age-related and international benchmarks
- Provide accurate and consistent data to inform reporting
- Support tracking of progress over time at individual and cohort level
- Identify trends, gaps, and areas for targeted intervention



- Triangulate with formative assessment and other internal data to ensure accurate, reliable and valid judgements
- Track attainment and progress over time
- Support school self-evaluation and strategic decision-making

In line with guidance from the Education Endowment Foundation, summative assessment is not used in isolation but alongside formative assessment to inform teaching, support feedback, and guide next steps in learning. Assessment information is used purposefully to ensure that it has a direct impact on teaching and student outcomes.

Assessment outcomes are recorded systematically and used to inform reporting, future planning, and school self-evaluation. All summative assessments are subject to appropriate moderation processes to ensure accuracy, consistency, and reliability of judgements.

4.3 Absence

Students who miss a summative assessment due to a legitimate reason (e.g. medical absence, approved school activities or sports fixtures) will be required to complete the assessment at an agreed time, arranged by the class teacher.

Where a summative assessment is missed without a valid reason, parents and the Head of Year / Head of Department will be informed. In such cases, the decision regarding completion of the assessment will be made by the teacher in consultation with the Head of Year / Head of Department.

If the assessment is not completed within the reporting period, the class teacher may record this accordingly. Parents and students must be informed of this outcome, either in person or via email.

Students who are aware in advance that they will miss an assessment are expected to speak with their teacher beforehand to discuss arrangements.

4.4 Assessment Criteria and Attainment

In the Prep School, students are assessed continuously against curriculum objectives. These objectives are used to inform teaching, monitor progress, and ensure that all students are supported to achieve or exceed age-related expectations.

Teachers assess student learning using three objective-based judgements:

- **Developing** – the student is beginning to work towards the objective
- **Secure** – the student has achieved the objective consistently
- **Mastered** – the student applies the objective confidently, independently, and in a range of contexts



Judgements are informed by a range of evidence, including classwork, observation, formative assessment, and summative assessment outcomes, ensuring that they are accurate, reliable, and reflective of overall attainment.

Judgements are supported through internal moderation to ensure consistency and accuracy.

In the Senior School, students are assessed continuously against curriculum objectives and syllabus documentation. These objectives are used to inform teaching, monitor progress, and ensure that all students are supported to achieve age-related expectations from Key stage 3 to Key Stage 5 (as the school expands).

Teachers assess student learning using three objective-based judgements:

Holistic Grade (HG)- Student grade that considers in class participation, assessment, homework and other forms of evidence

Assessment Point (AP)- Student performance in the assessment that takes place at three key points across the academic year

Predicted Grade (PG)- Used from Year 10 to Year 13 based on teacher judgement and holistic performance to indicate the most likely grade to be achieved at the end of the relevant Key Stage.

5.Determining Overall Attainment

A student's overall attainment is determined by the proportion of curriculum objectives they have achieved securely. Judgements are based on a range of evidence, including classwork, internal and external summative assessments, and teacher observation.

Working Well Below Expectations (4)

The student is at an early stage of understanding and has only secured a *few (15%)* curriculum objectives. They require significant support, scaffolding, and guidance to access learning and are not yet able to apply knowledge or skills independently.

Working Below Expectations (3)

The student has not yet secured the majority of the objectives taught and requires additional support to access learning independently.

Meeting Expectations (2)

The student has secured the majority of the taught objectives (75% or more) and is making appropriate progress in remaining areas.

Exceeding Expectations (1)

The student has secured all taught objectives and demonstrates mastery through deeper understanding and application in a range of contexts.

Significantly Exceeding Expectations (1+)

The student has secured all objectives and demonstrates a high level of mastery across the curriculum, typically mastering a significant proportion of objectives (50% or more).

6. Defining Progress

Student progress is defined as the improvement in attainment from a validated baseline, measured through a combination of internal (formative and summative) assessment and, where appropriate, external benchmarks. Progress is evaluated against Age-Related Expectations (ARE), with a focus on the development of knowledge, skills, and the ability to apply learning in increasingly complex contexts.

Pre-Prep Progress Indicators

Above Expected Progress

Students are exceeding the Early Learning Goals for their age.

Expected Progress

Students are on track to meet the Early Learning Goals at age-related expectations by the end of the academic year.

Below Expected Progress

Students are not yet on track to meet the Early Learning Goals at age-related expectations and require additional support or intervention.

Prep and Senior Progress Indicators

		Meeting expectations + above	
			Exceeding expectations



KHDA Descriptors	Working Well Below	Working Below		Meeting Expectations		Exceeding Expectations		Significantly Exceeding Expectations	
Prep/KS3	4	3		2		1		1+	
KS4	1	2	3	4	5	6	7	8	9

Examples of Expected Progress

Expected progress reflects secure consolidation within an attainment band over time.

- A pupil remaining at Meeting Expectations (e.g. 2 → 2) across the academic year
- A pupil maintaining Exceeding Expectations (e.g. 1 → 1) with increasing depth and independence

Examples of Better-than-Expected Progress

Better than expected progress reflects accelerated improvement or deepening within a band.

- A pupil moving from Working Below to Meeting Expectations (e.g. 3 → 2) over an academic year
- Movement within a band (e.g. 1 → movement from 6 - 7)
- Movement across bands more rapidly than expected (e.g. 4 → 2)
- Sustained performance at a higher level (e.g. 1+ maintained over time with increasing complexity)

7. Teaching and Learning

Assessment is integral to the QE Dubai Sports City Teaching and Learning approach and is embedded within daily classroom practice. Teaching is underpinned by adaptive teaching, where ongoing assessment is used to respond precisely to the needs of all learners. This is reflected within the QE Pedagogical Pillars, specifically Assessment for Learning and Adaptive Teaching.

Teachers use assessment to continuously evaluate understanding and adapt their teaching to ensure appropriate support, challenge, and progression for every student. This includes responding to misconceptions, adjusting levels of scaffolding, and providing opportunities for deeper thinking and application.

This responsive approach ensures that learning is inclusive, ambitious, and focused on securing strong outcomes for all students, enabling them to become confident, able and responsible learners.

This approach aims to:

- ensure a consistent and high-quality approach to teaching and learning across the school
- promote ambition and high expectations for all learners
- meet the needs of all students through effective adaptive teaching
- provide opportunities for all students to excel
- create a challenging and academically rigorous learning environment
- foster independence, collaboration, and a love of learning
- develop confident learners through high standards and expectations
- support students' personal, social, and emotional development through enriching opportunities

See Teaching and Learning Policy for further information.

8. External Assessments

External assessments are used to benchmark student attainment against international standards and to support school self-evaluation. They provide reliable, standardised data that complements internal assessment, enabling leaders to evaluate performance, identify trends, and inform curriculum development, intervention, and strategic decision-making.

Assessment	Year Levels	Frequency	Purpose
GL CAT4	Year 4+	Bi-annually	Cognitive profiling: verbal, non-verbal, spatial, and quantitative reasoning.



GL NGRT	Year 2+	Three times a year	Monitors reading fluency, comprehension, and age-appropriate development.
GL Progress Tests	Year 4+	Annually	Benchmarks international standards in reading, writing, and mathematics.
ABT Arabic & Islamic Assessments	All levels (per MOE/KHDA)	Three times a year	Progress tracking and regulatory compliance.

8.1 External Assessment Calendar

The assessment calendar is reviewed annually to ensure balance and avoid assessment overload.

Year Group	GL CAT4	NGRT	GL PT	ABT	Internally assessed
Year 2		Termly		Termly	Termly
Year 3			May/June		
Year 4	September		May/June		
Year 5	September		May/June		
Year 6	September		May/June		
Year 7	September		May/June		Half-Termly
Year 8	September		May/June		Half-Termly



New Students	Pre Prep and Prep School	KS2 + Senior School
	Pre Prep students participate in an age-appropriate observation as part of a meet and greet session. Year 1 – Year 3 students complete an on-entry assessment with the Head of Prep, this includes Phonics, writing and maths assessments.	All new students in Year 4 upwards conduct: CAT4 NGRT

9. External Assessment & Data Triangulation

External assessment outcomes are used to strengthen the reliability and accuracy of internal judgements, while ensuring alignment with UAE National Agenda priorities. All standardised data (NGRT, CAT4, ISA, ABT) are triangulated with formative and summative evidence, including classroom work samples, observation notes, and curriculum-tracker data.

Where discrepancies arise, teachers review pupil work, reassess understanding, and moderate judgements collaboratively during weekly meetings to ensure accuracy, fairness, and consistency across the school.

Data triangulation draws on:

- Work samples and writing portfolios
- Moderation
- Tracker progress against curriculum objectives
- Standardised assessment results
- Pupil voice and learning conversations
- Attendance and pastoral information where relevant

Assessment data is analysed rigorously to provide accurate and comprehensive information about student progress at individual, group, and whole-school level. Triangulated data is used to adapt teaching, inform intervention and curriculum adaptations.

9.1 Measures of performance



To ensure consistency across subjects and year groups, attainment levels are categorised in line with the inspection framework and the relevant assessment regime.

Assessment	Expected Attainment	Exceeding Attainment
NGRT Stanine	5	6
GL PT	5-6	7-9
ABT	4-6	7-9

Senior

Attainment Descriptor	QE Scale	KS3	Senior Arabic & Islamic	KS4 I/GCSE	KS4 I/GCSE History/ Geography	KS5 A-Level
Significantly Exceeding Expectations	1+	1+	Above expectations	9	A*	A*
				8		
Exceeding Expectations	1	1	Above expectations	7	A	A
				6	B	B
Meeting Expectations	2	2	Meeting expectations	5	C	C
				4		
Working Below Expectations	3	3	Below expectations	3	D	D
				2	E	E
Working Well Below Expectations	4	4	Well Below expectations	1	F	F
					G	

KS5



A Levels

Grade	Points
A*	60
A	50
B	40
C	30
D	20
E	10
Fail	0

Extended Project Qualification

Grade	Points
A*	18
A	15
B	12
C	9
D	6
E	3
Fail	0

9.2. Measures of Performance - Groups

Individual students are graded and categorised and then overall cohort performance is monitored on a half-termly basis. There are multiple measures of performance which are taken into account.

- The overall Attainment levels achieved by the cohort
- The Progress made between assessment points
- Trends over time for the same groups of students (Longitudinal tracking) and for the same subject in that year group (cross sectional tracking). *(To be embedded once the school has consecutive years of data)*

The overall performance of the cohort is judged according to the following boundaries:

Judgement	Proportion of students meeting or exceeding Expected standards	Proportion of students exceeding Expected standards
Outstanding	More than 75%	More than 75%
Very Good		More than 61%
Good		More than 50%
Acceptable		
Weak	Less than 75%	



10. SEND, EAL & Personalised Assessment

Assessment for students of determination and English as an Additional Language follows the same principles of accuracy, fairness, and holistic understanding, with adaptations as needed. This aligns with the school's Inclusion Policy and ensures equitable access for all learners.

For SEND learners:

- Progress is measured against personalised targets within IEPs (Levels 2–3) and class-based learning goals (Level 1).
- Multiple forms of evidence are used, including observational notes, scaffolded tasks, intervention logs, and work samples.
- External agency reports, therapy input, and specialist teacher notes contribute to moderation.
- Attainment is judged in relation to individual starting points, not solely age-related expectations.

For EAL learners:

- Assessment considers language acquisition, cultural adjustment, and curriculum access.
- Teachers use a blend of language-focused evidence, scaffolded outcomes, and curriculum objectives to ensure judgments remain valid and developmentally appropriate.

This ensures every learner's progress is captured accurately and compassionately.

11. Marking and Feedback Approach



At Queen Elizabeth's School, marking and feedback are designed to have maximum impact on student learning. Feedback is purposeful, timely, and focused on improving understanding rather than increasing workload.

Our approach is informed by research from the Education Endowment Foundation, which highlights that effective feedback must be specific, actionable, and lead to clear improvement.

Feedback may take a range of forms, including:

- Verbal feedback
- Live feedback during lessons
- Written feedback (when appropriate)
- Whole-class feedback
- Peer and self-assessment

Feedback is consistently high-quality, constructive, and focused on securing improvement in student outcomes

Principles of Effective Feedback

At QE, effective feedback:

- Is timely, provided at a point where it can influence learning
- Is specific and focused, identifying strengths and clear next steps
- Moves learning forward, addressing misconceptions and improving understanding
- Is manageable and proportionate, focusing on impact rather than volume
- Promotes student reflection and independence
- Encourages dialogue between teacher and student

Student Response to Feedback

Feedback is only effective when it is acted upon. At QE Dubai Sports City:

- Students are expected to engage with and respond to feedback
- Time is explicitly planned for students to reflect, edit, and improve their work
- Students develop the skills to identify errors, refine their thinking, and take ownership of their progress

This develops:



- **Responsibility** – ownership of learning
- **Confidence** – understanding how to improve
- **Ability** – making progress over time

Expectations for Practice

- Feedback is embedded within lessons through ongoing formative assessment
- Written feedback is used strategically, where it will have the greatest impact
- Teachers use a range of approaches to ensure feedback is efficient and effective
- Marking should not be excessive or burdensome, but must support progress and improvement

12. Moderation

Moderation ensures that assessment decisions are consistent, reliable, and aligned with agreed standards. It is a vital part of the assessment process, supporting fairness and accuracy in evaluating student progress. Professional dialogue throughout moderation is essential and strengthens shared understanding across teams.

The moderation process for all major summative assessments and examinations includes three key stages:

1. **Collaboration**
All assessments must be developed collaboratively by the subject team. Where multiple versions of an assessment are required, these should also be created collectively to ensure consistency.
2. **Calibration**
At the start of marking, teachers must standardise their judgements by reviewing and discussing one or two samples of student work. This ensures that marking is applied consistently across the team.
3. **Double-Blind Marking**
Once marking is complete, sample work should be reviewed through a double-blind process. Coursework and internal assessment samples must be moderated.

Any discrepancies in marks or grade boundaries must be resolved before results are shared with students. Final grades must be agreed upon by all relevant staff prior to release.

12.1 Academic Honesty



Academic honesty is the responsibility of all students and staff and reflects our core value of integrity, as well as our commitment to developing responsible learners. If a teacher suspects academic dishonesty, they are obligated to report it. All cases of academic misconduct must be escalated and addressed in line with the behaviour policy.

Students found responsible for academic misconduct will receive zero marks for the relevant piece of work.

13. Marking Codes

- ☐ ✓ = correct
- ☐ ● = needs correction
- ☐ VF = verbal feedback given
- ☐ S = supported work
- ☐ NS = next step required

13.1 Phase-Specific Expectations

Expectations increase progressively across phases to reflect increasing academic demand and independence.

Pre-Prep

- Feedback is primarily verbal and immediate
- Use of praise, modelling, and visual support
- Focus on building confidence and early independence

Prep School

- Combination of verbal and written feedback
- Clear next steps provided
- Introduction of self and peer assessment
- Increasing student reflection

Senior School

- More detailed and subject-specific feedback
- Use of assessment criteria and exam-style expectations



- Emphasis on independent reflection and improvement
- Preparation for external examinations

14. Recording

Prep

Summative assessment data drops takes place at four intervals during the academic year for all students, supported by teachers' formative assessments during weekly team meetings. Students from Year 1 to 6 will be awarded a grade from 1+ to 4. Attainment grades are moderated at whole school level to ensure consistency and accuracy. Termly Pupil Progress Meetings track, monitor and review the progress of every student.

All Year 4, 5 and 6 students complete CAT4 assessments which provide likely indicators of achievement that are used alongside internal assessments to quality assure moderation. Progress is measured by analysis of teachers' assessments against CAT4. All students from Y2 to Y6 complete GL Progress Tests in English, Maths and Science that allows benchmarking against UK, UAE and Dubai averages. NGRT tests are completed three times throughout the year also from Year 2 – Year 6.

Senior School

Summative assessments will take place at least three times over the year, which will inform the three data entry points for each student. Students in year 7-8 will be awarded a grade from 1+ to 4 (A**/9 to G/1) for these summative assessments. Grades are now given numbers as per the exam boards (please see the equivalence table in Appendix 1). Marks in A-Level are reported using A*-F (see Appendix X).

In addition to this, teachers will also record end of KS4/5 predictions based on the learning journey that the student is on. Subject staff may choose to do more assessments than this, based on the syllabus they are following. Grades are all then uploaded onto iSAMS – our managing information system platform.

CATs give us an indication of the minimum grade a student could achieve in every subject (CAT Likely), along with an Aspirational grade. Progress in all subjects is measured by analysing teacher predicted grades against CAT 'Likely' grades. The GL Progress Tests does this in the core subjects and generates values to measure and compare against UK, UAE and Dubai averages.

15. Reporting

Reporting to parents is very important as parents and students both play a crucial role in progress and academic/non-academic outcomes. Together with teachers, we should

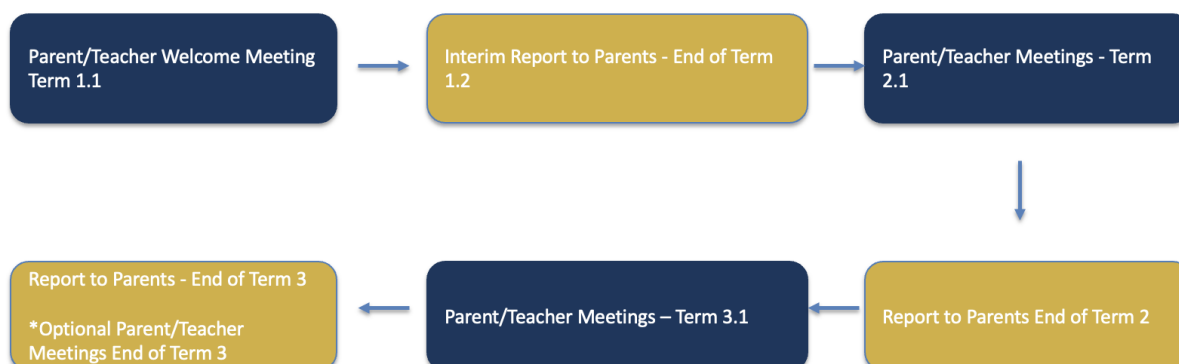
triangulate the work being done in order to ensure the best possible outcomes for our students.

Prep School

Parents can access their child(s) data through the Dubai Parent App at any given time throughout the year. There are two full written reports, one in December and one in June. An Interim report is shared at the end of Term 1. This is in addition to parent consultation evenings, meet the teacher events and curriculum showcases and Exhibitions Days. We encourage our parents to have 'live' conversations with the class teachers and specialists' teachers throughout the year to keep abreast of the progress being made and discuss with the students how they too can support their achievements.

Internal summative and formative assessments will inform the four data entry points across the year. Students from Y1 to Y6 will be awarded an achievement grade from 1+ to 4 and A to D for effort. SEE Section 4 and 5.

Pre Prep/ Prep Reporting Cycle



Senior School

Parents are able to access their child(s) data through the Dubai Parent App at any given time throughout the year. There are three data entry points. This is in addition to parent consultation evenings, "Getting to Know the Personal Tutor event", and Student Exhibitions Day, one full written report in the year. We encourage our parents to have 'live' conversations with the subject specialists throughout the year to keep abreast of the progress being made and discuss with the students how they too can support their achievements.



Data reported to parents is divided into three different grades; Assessment grade, Working At grade & Predicted grade.

Assessment Point This is the grade the student has attained in the most recent summative assessment, most likely an end of unit test taken at a given point in time. This can be in the form of a written test, presentation, project, booklet, multiple choice assessment and many more.

Holistic grade: This is an accumulative grade of where you think the student is, taking into consideration any previous assessments, classwork, homework, approach to learning, ability demonstrated in lessons. This is a more holistic grade of a students' progress rather than an assessment grade. This grade should not be heavily impacted by one strong or weak assessment. It is important to note that 'Working At' Grades are not only calculated as a simple mean average of grades over a given reporting period. It is meant to represent an accurate assessment of student performance during the grading period. Certain assessments may require more advanced thinking skills. Weighting will then be different for different assignments. The validity of grades is essentially based upon reliable evidence that represents student achievement against the appropriate criteria in individual subject areas.

Predicted Grade: Individual subject teachers give a professional judgement based upon student performance up to that point of how a student is likely to succeed in the final GCSE/A-Level exam. Teachers will consider all assessment grades and how the student has been performing both in and out of the classroom. They should be as accurate as possible. Over-prediction and under-prediction are not helpful in assessing progress of students in their courses. Predictions are only required for Year 10-13.

An internal ARRC calendar is created and published for the school community so that all stakeholders are involved in a transparent process to support the students through their learning journey.

16. Consistency and Staff Practice

All staff are expected to:

- Apply the policy consistently
- Use agreed approaches to feedback
- Maintain high academic expectations
- Provide feedback that supports progress

Leaders will monitor:



- Quality of feedback
- Consistency across the school
- Impact on student progress

Leaders ensure compliance through regular monitoring and feedback.

17. Monitoring and Review

The effectiveness of this policy is monitored through:

- Work scrutiny
- Lesson observations
- Student voice
- Assessment data
- Staff feedback

The policy is reviewed annually.

18. Conclusion

Queen Elizabeth's School is committed to ensuring that assessment, marking, and feedback support both academic excellence and personal development. Through a consistent, purposeful, and values-driven approach, we enable all students to thrive as confident, able, and responsible learners.

- **Confident**
Through recognition of success, positive reinforcement, and clear guidance
- **Able**
Through precise feedback that develops knowledge, skills, and understanding
- **Responsible**
Through reflection, response to feedback, and independent learning

Definitions



Attainment	The measure of a student's academic performance, against curriculum standards at a single point in time.
Progress	The measure of a student's development and learning gains over a period of time, from their individual starting point.
SAS	Standard Age Score - calculated by standardising a student's raw score against the scores of a large, representative group of students of the same age
Stanine	A standardized, 9-point score scale, dividing normal distribution into nine equal-interval segments. (Mean average of 5 and a standard deviation of 2).
NGRT	New Group Reading Test (GL)
ABT	Arabic Benchmark Test
PT	Progress Tests - International School Assessment (academic testing for English, Maths and Science)

Appendices

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