

Assessment Policy

2025 – 2026

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1	May 2023	Amanda Palmer Lisa Postlethwaite		
2	June 2023	Amanda Palmer Lisa Postlethwaite		
3	June 2024	Brett McKenzie Johnny Croall		
4	Sept 2025	Shona Gastaldi Lisa Postlethwaite		March 2026

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1. The JBS Vision, Mission and Core Values

Vision:

Our vision is to be a school of good character, excellence and outstanding performance.

Mission:

Our mission is:

- To ignite passion, purpose, and curiosity in our students.
- To promote wellbeing within our community.
- To provide an IB education with high expectations that is innovative, internationally minded, and inclusive.

Core values: The 4 R's

- Responsibility
- Respect
- Resourcefulness
- Resilience

2. Purpose and Responsibility

Assessment at JBS is integral to teaching and learning and aligned with IB philosophy. It supports learning, informs teaching, and develops student agency.

- Drives high-quality teaching and learning across all phases
- Ensures all students make measurable progress from their starting points
- Supports early identification of underachievement and targeted intervention
- Develops independent, reflective learners through meaningful feedback
- Informs curriculum design and whole-school improvement priorities

3. Rationale

Assessment at JBS is grounded in the International Baccalaureate (IB) philosophy that high-quality assessment is essential for effective learning and teaching. The IB views assessment as standards-based and criterion-related, meaning that students' work is judged against clear descriptors of achievement rather than being compared to the performance of other students. This approach ensures transparency, supports student agency, and enables learners to understand what quality looks like and how to improve.

Assessment also plays a central role in developing international-mindedness by valuing diverse perspectives, supporting intercultural understanding, and encouraging students to reflect on their learning within a global context. Through meaningful assessment tasks, students demonstrate not only knowledge and skills but also the attributes of the IB Learner Profile, such as open-mindedness, reflection, and principled action.

In line with IB expectations, all assessments at JBS are designed to uphold fairness, validity, and reliability. Fairness ensures that no group of learners is disadvantaged; validity ensures that assessments measure what they are intended to measure; and reliability ensures that results are accurate, consistent, and free from bias.

These principles guide the development, administration, and review of assessment practices across all IB programmes, ensuring that every learner's progress and achievement are measured meaningfully and ethically.

4. Scope

This assessment policy applies to all teachers, students, and programmes at JBS, including the PYP, MYP, DP, and CP. It outlines the assessment expectations, responsibilities, and processes that ensure a consistent, coherent approach to monitoring learning across the school.

All assessments at JBS, formative, summative, internal, external, digital, or performance-based, are guided by IB assessment principles and practices. This includes the use of clearly defined subject-specific criteria, standards-based judgements, and procedures that ensure fairness, validity, and reliability in every assessment activity.

The policy also applies to all students regardless of background, language profile, learning needs, or programme pathway. It ensures that assessment supports diverse learners equitably and contributes to the school's commitment to international-mindedness, inclusion, and high-quality teaching and learning.

5. Procedures

SECTION 1 – ASSESSING

1.1 Purpose of Assessment at JBS

Assessment at JBS is integral to learning and teaching and supports the development of conceptual understanding, inquiry, and student agency across all IB programmes (PYP, MYP, DP, CP), ages and stages.

Assessment enables students to:

- Demonstrate what they know, understand, and can do
- Apply skills and concepts in meaningful and authentic contexts
- Reflect on their learning and identify next steps
- Develop the attributes of the IB Learner Profile

Assessment enables teachers to:

- Identify strengths and areas for development
- Adapt teaching in response to student needs
- Plan appropriately challenging and differentiated learning
- Assessment at JBS is expected to result in consistently high-quality teaching, measurable student progress, and informed instructional decision-making across all classrooms.

1.2 Approaches to Assessment (IB Framework)

JBS implements three interrelated approaches to assessment:

Assessment of Learning (AoL)

Assessment of Learning evaluates student achievement at a specific point in time and is used to determine attainment against defined criteria. It is typically summative in nature and provides reliable evidence of what students know, understand, and can do at the end of a learning period.

Assessment of Learning is used to:

- Measure student attainment against curriculum expectations and IB criteria
- Inform reporting to students, parents, and stakeholders
- Provide data to support tracking, monitoring, and whole-school analysis
- Identify areas for further development and future planning

Examples: End-of-unit summative assessments, standardised assessments (GL Progress Tests, NGRT, CAT4, PIRLS) and extended tasks, projects, and formal assessment pieces

Assessment for Learning (AFL)

Assessment for Learning is an ongoing and integral part of learning and teaching at JBS. It is used continuously to inform instructional decisions, identify misconceptions, and ensure that teaching is responsive to student needs.

Teachers use formative assessment to:

- Identify strengths, gaps, and misconceptions in student understanding
- Provide immediate, specific, and actionable feedback
- Adapt teaching in real time to improve learning outcomes
- Plan next steps that appropriately support and challenge all learners

This approach ensures that learning gaps are addressed promptly and that all students make measurable progress from their individual starting points.

Examples: Targeted questioning and structured checks for understanding (e.g. hinge questions, cold calling), ongoing verbal and written feedback linked to success criteria or use of mini-whiteboards, exit tickets, or quick quizzes to assess understanding in real time.

Assessment as Learning (AaL)

Assessment as Learning places students at the centre of the assessment process and supports the development of independent, reflective learners. It focuses on building students' ability to monitor, evaluate, and take ownership of their learning.

Students are supported to:

- Reflect on their learning in relation to success criteria and learning goals
- Identify strengths and areas for improvement
- Set meaningful and achievable next steps
- Develop metacognitive skills and self-regulation

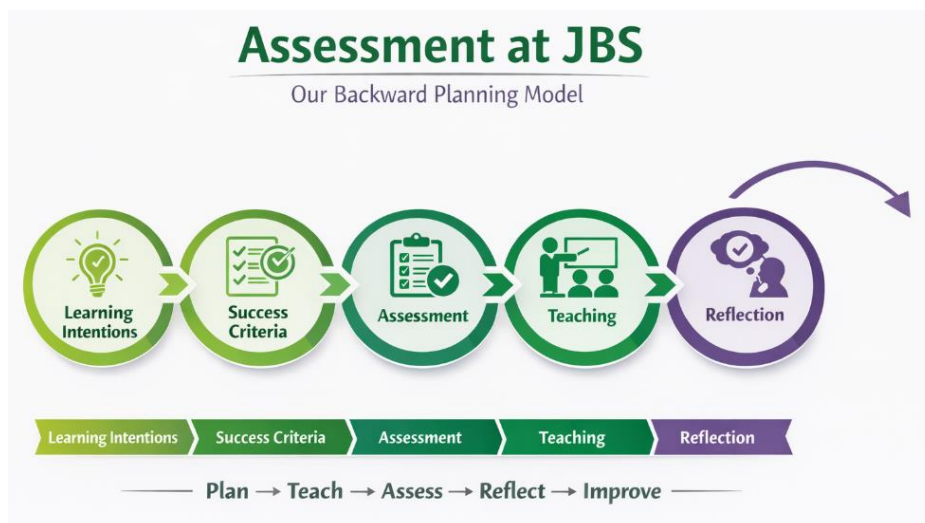
This approach strengthens student agency and ensures that learners take increasing responsibility for their progress.

Examples:

Self-assessment, peer assessment, reflection, goal setting

1.3 Assessment Design and Alignment

Assessment at JBS follows a backward planning model:



Tasks are aligned with intended learning outcomes, provide opportunities for conceptual understanding and application, and are designed prior to teaching to ensure clarity and coherence. While assessment is planned as part of the initial design process, teaching and formative assessment work together in an ongoing cycle throughout the unit to inform next steps and support student progress.

1.4 Inquiry and Conceptual Assessment (IB)

Assessment supports inquiry and conceptual understanding by:

Focusing on key concepts and transferable understanding while providing opportunities for students to explain their thinking, apply learning in new contexts and make connections across disciplines.

For example, students may be assessed through open-ended tasks that require them to apply their understanding in real-world or transdisciplinary contexts.

Assessment tasks:

- Are authentic and, where appropriate, open-ended
 - Allow multiple entry points and outcomes
- Promote higher-order thinking

1.5 Types of Assessment

JBS uses a balanced range of assessment types:

Formative: ongoing, embedded in daily teaching

Summative: end of unit or learning cycle

Diagnostic: identifies prior knowledge

Performance-based: authentic application of learning

Standardised: GL, NGRT, CAT4, PIRLS (used to support teacher judgement)

1.6 Methods and Tools of Assessment

Teachers use a range of strategies to gather evidence of learning:

- Observations
- Rubrics and success criteria
- Performance tasks
- Open-ended tasks
- Selected response tasks
- Checklists and continuums
- Anecdotal records and exemplars

These approaches capture both the process of learning as well as the outcomes of learning.

1.7 Formative Assessment and Feedback

Formative assessment is continuous and is a core expectation within every lesson at JBS. It is central to ensuring that teaching is responsive, targeted, and results in measurable student progress.

Teachers are expected to:

- Regularly check for understanding using a range of strategies
- Provide immediate, specific, and actionable feedback
- Adapt teaching in real time in response to student needs
- Use assessment information to inform next steps in learning

Key practices include:

- Targeted questioning and structured checks for understanding
- Immediate and specific feedback linked to success criteria
- Ongoing adaptation of teaching to address misconceptions and extend learning

Formative assessment ensures that learning gaps are identified and addressed promptly, all students are appropriately supported and challenged and teaching is consistently responsive and impactful. Formative assessment is embedded within daily classroom practice and is a key driver of effective teaching and learning across the school.

1.8 Feedback, Marking and Student Response

Feedback at JBS is a fundamental component of high-quality teaching and learning. It is expected to be timely, specific, and focused on improvement, enabling students to understand their progress and take clear next steps in their learning.

Feedback practices are designed to improve student outcomes by addressing misconceptions and extending learning, support students in understanding success criteria and expectations and promote reflection, independence, and ownership of learning.

Primary

In the Primary School, feedback is embedded within daily teaching and learning through a consistent and structured approach.

This includes:

- Live marking using the agreed 'Crack the Marking Code' approach
- Feedback provided in green pen to ensure clarity and consistency
- Structured student responses in purple pen to demonstrate improvement
- Opportunities for self-assessment against success criteria
- Regular reflection activities or next-step tasks to consolidate learning

These approaches ensure that feedback is immediate, visible, and directly linked to student progress.

Secondary (MYP / DP / CP)

In the Secondary School, feedback is aligned with IB assessment principles and is explicitly linked to subject criteria and strands.

Teachers are expected to:

- Provide feedback that is clearly aligned to IB criteria and task-specific expectations
- Use exemplars and success criteria to support student understanding of quality work
- Ensure opportunities for draft, feedback, and redrafting where appropriate
- Provide feedback within agreed timelines to support ongoing progress

Students are expected to:

- Engage actively with feedback and apply it to improve their work
- Reflect on their performance against IB criteria
- Use feedback to set targets and improve future outcomes

Feedback in the Secondary School ensures that students understand how to improve in relation to IB standards, assessment becomes part of an ongoing learning cycle rather than a final judgement and students develop independence and ownership of their progress.

1.9 Summative Assessment

Summative assessment at JBS is a critical component of the assessment framework and is designed to provide valid, reliable, and consistent judgements of student attainment.

Summative assessments:

- Are designed and mapped during the planning stage of each unit through backward design, to ensure alignment with intended learning outcomes and success criteria
- Are explicitly aligned with learning objectives, success criteria, and central ideas
- Provide opportunities for students to demonstrate knowledge, skills, and conceptual understanding
- Include a range of assessment formats to allow for authentic application of learning
- Are completed under consistent and appropriate conditions
- Are moderated to ensure reliability, validity, and consistency across classes and phases

Summative assessment outcomes are used to determine student attainment, inform reporting, identify gaps in learning and guide future planning and intervention.

Primary

In the Primary School, summative assessments:

- Are linked to units of inquiry or standalone subject units
- Provide varied opportunities for students to demonstrate conceptual understanding
- May include performance-based, inquiry-driven, or transdisciplinary tasks
- Are designed to be accessible while allowing for appropriate challenge

Secondary (MYP / DP / CP)

In the Secondary School, summative assessment is aligned with IB programme requirements and is underpinned by clearly defined assessment criteria.

Summative assessments are aligned to IB MYP and DP subject criteria and strands, use task-specific clarifications to ensure clarity of expectations, designed to assess criterion strands explicitly and purposefully and provide students with clear success criteria and rubrics in advance.

Teachers are expected to:

- Design high-quality assessment tasks that allow students to demonstrate learning in authentic and varied contexts
- Ensure that assessment tasks are appropriately challenging and reflect IB expectations
- Provide students with sufficient preparation, including modelling and opportunities for practice
- Record assessment outcomes accurately and within agreed timelines

Assessment conditions:

- Ensure fairness and consistency across classes
- Are planned to avoid assessment overload (in line with school expectations)
- Provide sufficient time for students to demonstrate their learning effectively

Moderation and standardisation:

Teachers engage in regular moderation and standardisation processes while subject leaders and coordinators ensure alignment with IB standards. Samples of student work are reviewed to ensure consistency and accuracy of judgement.

Feedback:

Students receive timely, specific, and actionable feedback following summative assessments and feedback supports students in understanding strengths, areas for development, and next steps.

Leadership and Accountability

Leaders (including SLT, PSLT, subject leaders, and coordinators) are responsible for:

- Ensuring that summative assessments are of high quality and aligned with IB and school expectations
- Monitoring the consistency and accuracy of assessment practices across the school
- Supporting teachers in the design, delivery, and moderation of assessment tasks

1.10 Inclusion in Assessment

Assessment at JBS is inclusive and equitable across all phases. Assessment procedures are differentiated to meet the needs of:

Students with identified learning needs (SEND/EAL)

Students on modified programmes

High Achievers and Gifted & Talented learners

This may include:

- Differentiated or individualised assessment tasks
- Increased level of challenge where appropriate
- Additional time or adjusted assessment conditions
- Access to appropriate support and resources

All assessment accommodations must be planned in advance, implemented in collaboration with the Inclusion Team and are clearly communicated to all relevant staff.

Teachers are responsible for:

- Knowing which students are entitled to assessment access arrangements
- Planning accordingly to ensure equitable access
- Applying accommodations consistently and appropriately

In the Diploma Programme (DP):

Students requiring examination accommodation must have a valid professional assessment (not older than two years). Documentation must be submitted to the school by the end of Grade 11 and all accommodation must comply with IB assessment access requirements.

For all other students receiving accommodations, appropriate evidence must be in place to support these provisions.

SECTION 2 – RECORD

2.1 Purpose of Recording Assessment

At JBS, the recording of assessment ensures that student learning is accurately captured, monitored, and used to inform learning and teaching.

Recording enables:

- Consistent tracking of student attainment and progress over time
- Identification of strengths and areas for development
- Informed planning, differentiation, and intervention
- Strategic decision-making at class, phase, and whole-school level

Assessment data is used in conjunction with teacher professional judgement to provide a holistic and reliable picture of each learner.

2.2 Recording Systems and Platforms

Assessment data is recorded using a combination of school-wide systems:

- Toddle – whole school: assessments, gradebooks, and reporting
- Internal school systems (including iSAMS where applicable)
- SharePoint and internal shared drives
- Standardised assessment platforms (Progress Tests, NGRT, CAT4, Arabic IBTs)

Primary School

Assessment data is recorded in Toddle Assessment Gradebook and Learning Goals Gradebooks. Toddle portfolios are used to capture ongoing formative assessment, including evidence of student learning, teacher feedback, and student reflection. Paper-based assessments are stored in individual student assessment folders. Digital records are stored in shared school systems on TEAMS/SharePoint

Secondary School

Assessment data is recorded using IB-aligned gradebooks and the Toddle/iSAMS reporting systems. Data is aligned with MYP and DP assessment criteria (1–7 scale) and coursework and internal assessments are stored digitally.

2.3 Student Achievement Data

JBS records a range of assessment evidence to ensure a comprehensive understanding of student learning:

- Formative assessment evidence
- Summative assessment outcomes
- Teacher professional judgement
- Standardised assessment data
- Student reflections and responses (where appropriate)

This ensures that assessment captures both the process of learning as well as the outcomes of learning.

2.4 Monitoring and Tracking Progress

Student progress at JBS is monitored through a triangulation of formative assessment, summative assessment, and external and standardised data.

At JBS, **progress is defined as the measurable development of student learning over time**, based on their individual starting points and demonstrated through improvements in knowledge, skills, and conceptual understanding.

Progress is:

- Measured longitudinally from **June to June (year-on-year)**
- Monitored continuously throughout the academic year through regular assessment cycles
- Evaluated in relation to curriculum expectations and IB criteria

Key Monitoring Systems (JBS)

- TMR (Tracking, Monitoring and Reporting) – 5 cycles per year
- Data dashboards and analysis
- Phase and leadership data reviews
- Ongoing professional dialogue between teachers and leaders

TMR cycles provide a structured and systematic approach to reviewing student attainment and progress, ensuring that assessment data is used consistently and effectively to inform teaching, intervention, and whole-school improvement. These cycles ensure that data is used to:

- Inform teaching and curriculum planning
- Identify students requiring additional support or challenge
- Implement targeted intervention
- Drive whole-school improvement (documented in school improvement plan)
- Leaders (including SLT and PSLT) are responsible for ensuring that assessment data is used effectively to monitor progress, identify trends, and implement strategic interventions at class, phase, and whole-school level.

2.5 Attainment and Progress – Primary School

Internal attainment is measured through a triangulation of summative and formative assessments using a five-point Primary School grade scale, published in student report cards. Measures of attainment are based on learning outcomes as specified in our curriculum benchmarked against Learning Progressions and the English National Curriculum.

To meet curriculum expectations, students must attain 'Meeting' or above.

To exceed curriculum expectations, students must attain 'Meeting +' or above

Internal Attainment (JBS Scale)

Student attainment in the Primary School is measured using the JBS 1–7 scale, based on curriculum expectations at the time of the assessment.

- 4 represents expected attainment
- 5–7 represent exceeding expectations
- 1–3 represent working towards expectations

Achievement Grade	Evaluation Criteria	Description
7	Mastery	The student has far gone beyond age expectations and is being assessed against the next grade level expectations
6	Extended	The student demonstrates an outstanding understanding and application of expected knowledge, concepts and skills
5	Proficient	The student demonstrates a very good understanding and application of the expected knowledge, concepts and skills.
4	Meeting	The student demonstrates a good understanding and application of the expected knowledge, concepts and skills. This is grade level expectation.
3	Developing	The student demonstrates an acceptable understanding and application of the knowledge, concepts and skills.
2	Beginning	The student demonstrates limited understanding and application of the knowledge, concepts and skills
1	Modified Programme	The student is unable to begin to access the learning outcomes, even with teacher scaffolding and support. The student is working towards modified learning outcomes

Internal Progress

Internal progress at JBS is measured by comparing a student's current attainment with their prior attainment over time, taking into account their individual starting point.

Progress is:

- Measured from **June to June (year-on-year)**
- Monitored throughout the academic year through ongoing assessment cycles
- Evaluated in relation to curriculum expectations and IB criteria

In the Primary School, progress is measured using the JBS attainment scale and internal assessment data. In Secondary School, it is measured against IB criteria and subject-specific standards.

	This year	Developing	Developing +	Meeting	Meeting +	Secure
Previous Year						
Developing						
Developing +						
Meeting						
Meeting +						
Secure						

Below expectations	Meeting expectations	Exceeding expectations
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Progress is categorised as:

Below Expectations

Student performance is below the expected standard for their age, phase, or curriculum level. Progress is limited or inconsistent, and targeted support and intervention are required.

Meeting Expectations

Student performance is in line with expected standards. Students demonstrate secure understanding and make expected progress from their starting points.

Exceeding Expectations

Student performance is above the expected standard. Students demonstrate advanced understanding, apply learning confidently, and make accelerated progress from their starting points.

2.6 External Assessment and Benchmarking (Primary)

External assessments are used to support internal data and provide benchmarking of student achievement in line with the UAE National Agenda.

External Testing Timetable					
	NGRT	CAT4	GL Progress Tests	PIRLS	Arabic IBT
Frequency	3X/year	1X Year	1X/Year	Every 5 Years	1X/Year
Timings	Per Term	October	May-June	April	Nov
Grades	G1-5	G3&5	G3-5	G4	G1-5

External attainment is measured through GL Assessments and Arabic IBTs in the Primary Years Programme.

In order to meet curriculum expectations, students must score a Stanine 5 or above (GL), 41st percentile or above (Arabic IBT) or Grade 4 or above (IBDP).

In order to exceed curriculum expectations, students must score a Stanine 6 or above (GL), 61st percentile or above (Arabic IBT) or Grade 5 or above (IBDP).

External Progress

External progress is measured by comparing GL grades to those of the previous year.

GL Stanine	This year	1	2	3	4	5	6	7	8	9
Previous Year										
1										
2										
3										
4										
5										
6										
7										
8										
9										

Below expectations

Meeting expectations

Exceeding expectations

2.7 Attainment and Progress – Secondary School

Internal Attainment

Internal attainment is measured through internal assessments using IB MYP and DP grades published in student report cards.

To meet curriculum expectations, students must score a Grade 4 or above in both MYP and DP.

To exceed curriculum expectations, students must score a Grade 5 or above in both MYP and DP.

Internal Progress

Internal progress is measured by comparing current MYP and DP grades to the end of the previous year.

IB MYP/DP Grade	This year	1	2	3	4	5	6	7
Previous Year								
1								
2								
3								
4								
5								
6								
7								

Below expectations	Meeting expectations	Exceeding expectations
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For our identified groups of students, the following table measures their progress taking into account additional challenges faced by these students:

IB MYP/DP Grade	This year	1	2	3	4	5	6	7
Previous Year								
1								
2								
3								
4								
5								
6								
7								

External Attainment

External attainment is measured through GL Assessments and Arabic IBTs in MYP, and IB DP examinations in Grade 12.

To meet curriculum expectations, students must score a Stanine 5 or above (GL), 41st percentile or above (Arabic IBT) or Grade 4 or above (IBDP).

To exceed curriculum expectations, students must score a Stanine 6 or above (GL), 61st percentile or above (Arabic IBT) or Grade 5 or above (IBDP).

External Progress

External progress is measured by comparing GL grades to those of the previous year.

GL grade	This year	1	2	3	4	5	6	7
Previous Year								
1								
2								
3								
4								
5								
6								
7								

For students with identified additional learning needs, including students receiving SEND support, students with personalised learning pathways, and students requiring assessment access arrangements, progress is evaluated using contextualized expectations and supported by professional judgement to ensure fairness and inclusion.

IB MYP/DP Grade	This year	1	2	3	4	5	6	7
Previous Year								
1								
2								
3								
4								
5								
6								
7								

GL Stanine	This year	1	2	3	4	5	6	7	8	9
Previous Year										
1										
2										
3										
4										
5										
6										
7										
8										
9										

Below expectations	Meeting expectations	Exceeding expectations
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2.8 Data Triangulation and Professional Judgement

Assessment outcomes at JBS are determined through a triangulation of evidence, supported by teacher professional judgement. No single data point is used in isolation to determine student attainment or progress.

Teachers use professional judgement alongside internal assessment evidence, external assessment data and classroom observations. This ensures that assessment is accurate, balanced, and holistic as well as no single data source determines attainment.

2.9 Data Storage and Management

Assessment data is stored securely and consistently across the school in the following locations or platforms:

- Toddle
- Internal school systems (ISAMS)
- SharePoint
- Paper-based assessments stored in individual student assessment folders

All data is accessible to relevant staff, reviewed regularly and used to inform planning, intervention and reporting.

2.10 Consistency and Moderation of Data

To ensure reliability and consistency across the school, teachers engage in regular moderation activities, leaders conduct planned and ongoing data checks and assessment coordinators oversee data accuracy and consistency.

Monitoring includes:

- Termly data reviews
- Ongoing quality assurance processes
- Leadership spot checks

3 SECTION 3 – REPORTING

3.1 Purpose of Reporting

Reporting at JBS ensures transparency, accountability, and clarity in communicating student learning and progress to all stakeholders. At JBS, reporting communicates a clear and meaningful picture of student learning over time.

Reporting is designed to share what students know, understand, and can do, provide insight into attainment and progress, identify strengths and next steps and support ongoing dialogue between school, students, and parents. Reporting reflects the IB philosophy by valuing a conceptual understanding, student reflection and agency as well as holistic development- including the IB Learner Profile.

3.2 Reporting Principles

Reporting at JBS is:

Clear – easy to understand and meaningful for parents and students

Accurate – based on a range of assessment evidence

Balanced – reflects both attainment and progress

Constructive – identifies next steps for improvement

Holistic – includes academic achievement and personal development

3.3 Reporting Cycle at JBS

JBS follows a structured reporting cycle across the academic year:

- Term 1: Pastoral report (October)
- Term 2: Mid-year academic report (February)
- Term 3: End-of-year academic report (June)

3.4 Types of Reporting

JBS uses a range of reporting methods to ensure clear, consistent, and meaningful communication of student learning to all stakeholders. Reporting provides a comprehensive picture of student attainment, progress, and next steps, and supports ongoing dialogue between school, students, and parents.

Written Reports

Written reports are issued three times per year and provide a formal summary of student learning.

Reports include:

- Attainment against curriculum expectations and IB criteria
- Progress over time in relation to starting points
- Subject-specific comments that reflect strengths and areas for development
- Clear and actionable next steps to support continued progress
- Reference to the development of the IB Learner Profile where appropriate

Reports are quality assured to ensure consistency, accuracy, and alignment with school expectations.

Parent Conferences

Parent conferences provide structured opportunities for direct communication between teachers and parents. These discussions focus on student attainment, progress, areas for development, and agreed strategies to support learning at home and in school.

Student-Led Three-way Conferences

Student-led three-way conferences involve the student, parent, and teacher, and place the student at the centre of the reporting process.

Students take an active role in:

- Sharing their learning and progress
- Reflecting on strengths and areas for development
- Identifying next steps in their learning

These conferences promote student agency, strengthen communication skills, and support a shared understanding of learning between students, parents, and teachers.

3.5 Reporting Attainment and Progress

Primary School

In the Primary School, attainment and progress are reported using a combination of academic data, teacher judgement, and IB-aligned reporting components to provide a holistic view of student learning.

Attainment is reported using the **JBS 1–7 scale**, reflecting student performance against curriculum expectations and learning goals.

Progress is evaluated based on:

- Movement over time from individual starting points
- Achievement against curriculum expectations and learning objectives
- Evidence from formative, summative, and standardised assessment

In addition to attainment and progress, reports include:

- **Subject-specific academic achievement** (1–7 scale)
- **Engagement levels** (Working Towards, Meeting, Exceeding)
- **Approaches to Learning (ATL) skills**
- **Homeroom teacher comments**, including strengths and next steps
- **Inclusion teacher input** (where applicable)
- Reference to the **IB Learner Profile** and student development

Reports indicate whether students are:

- Working towards expectations
- Meeting expectations
- Exceeding expectations

This approach ensures that reporting reflects both academic achievement and the holistic development of each learner in line with IB philosophy.

Secondary School

In the Secondary School, attainment and progress are reported in alignment with IB MYP, DP, and CP assessment frameworks, ensuring a consistent, criteria-based approach to evaluating student learning.

Attainment is reported using IB grade scales (1–7) and is determined through performance against subject-specific criteria and strands. In the MYP, this includes best-fit judgements across criteria (A–D), based on teacher professional judgement and evidence from summative assessments.

Progress is tracked over time across subjects and is evaluated in relation to prior attainment, IB criteria, and assessment outcomes across cycles.

Reports provide a comprehensive picture of student learning and include:

- Achievement against IB criteria and subject-specific standards
- Current working grades, and where applicable, mock examination results and predicted grades
- Development of subject-specific knowledge, skills, and conceptual understanding
- Indicators of behaviour, engagement, and IB readiness
- Progress in programme-specific components, including:
 - MYP Personal Project / Service as Action
 - DP Core (CAS, TOK, Extended Essay)
 - CP components (e.g. Reflective Project, Service Learning, PPS)
- Relevant assessment data such as reading measures (e.g. NGRT/Lexile) where applicable
- Attendance and punctuality information

Teacher comments provide clear identification of strengths, areas for development, and next steps, supporting students in understanding how to improve in line with IB expectations.

This approach ensures that reporting is holistic, transparent, and aligned with IB principles, enabling students to take ownership of their learning and make sustained progress over time.

3.6 Use of Assessment Evidence in Reporting

Reporting at JBS is based on a triangulation of:

- Formative assessment
- Summative assessment
- External/standardised data
- Teacher professional judgement

This ensures that reporting:

- Is accurate and reliable
- Reflects a holistic view of student learning
- Is not based on a single assessment

3.7 Student Agency in Reporting

In line with IB philosophy, students are active participants in the reporting process.

Students:

- Reflect on their learning
- Identify strengths and next steps
- Contribute to conferences and discussions

This supports the development of:

- Self-regulation
- Metacognition
- Ownership of learning

3.8 Ongoing Communication of Learning

In addition to formal reporting, JBS ensures that parents are regularly informed about student learning and progress throughout the academic year.

This is achieved through:

- Toddle (Primary Years Programme):
- Sharing of learning experiences, assessment evidence, and progress updates linked to units of inquiry
- Classroom-based communication:
- Ongoing feedback provided to students, which may be shared with parents where appropriate
- School communication channels:
- Updates and information shared through agreed school platforms
- Professional communication between teachers and parents:
- Direct communication, where appropriate, to discuss student progress, concerns, or next steps

This ongoing communication supports a shared understanding of learning between school and home and strengthens the partnership in supporting student progress.

3.9 Consistency and Quality Assurance in Reporting

Senior and phase leaders are accountable for ensuring that reporting is consistent, accurate, and aligned with agreed school expectations. To ensure that reporting is accurate, consistent, and meaningful across the school:

- Reports are subject to review and moderation processes
- Leaders (Middle Leaders and PSLT/SSLT) conduct quality assurance checks to ensure consistency across classes, subjects, and phases

Reporting is aligned with:

- School expectations
- IB programme requirements
- Agreed assessment criteria

These processes ensure that reporting accurately reflects student attainment and progress, is consistent across the school and provides clear and reliable information to students and parents.

3.10 Roles and Responsibilities in Reporting

Teachers

Teachers are responsible for providing accurate, timely, and professional assessment information. Reporting must clearly reflect student attainment and progress, include meaningful next steps, and support effective communication with students and parents.

Students

Students are active participants in the reporting process. They are expected to reflect on their learning, identify strengths and areas for development, and contribute meaningfully to student-led and three-way conferences.

Leaders (SLT, PSLT, Subject Leaders, Coordinators)

Leaders are responsible for ensuring the consistency and quality of reporting across the school. This includes monitoring reporting practices, conducting quality assurance processes, and ensuring alignment with IB programme requirements and school expectations.

Assistant Head Teacher (AHT) and Curriculum Coordinators

The AHT and Curriculum Coordinators lead the design, implementation, and communication of reporting expectations across the school. They ensure consistency in practice, oversee the effective use of reporting platforms such as Toddle, and monitor the impact of reporting on student outcomes.

References

The principles, practices and challenges involved in formal diploma assessment are considered in detail in 'Diploma Programme assessment: Principles and practice'.

Inclusion Policy, The Special Educational Needs and / Disability Policy and the IB document "Candidates with assessment access requirements" for further guidelines regarding special arrangements.

Appendix 1: Primary

Internal Assessment Processes:

- Writing Assessment: ongoing rubric updated at least 6 times per year, using different genres.
- Reading Assessment: G2-5 Accelerated Reader platform, termly online reading assessments.
- Math Assessment: Summative assessment the end of each term – KG2-G5. PreK-KG1 – math rubric/number grid, weekly Mental Maths assessments and Maths Termly Tracker
- Science Assessment: Science trackers used termly involving science knowledge and skills. KG1-KG2
Overall grade given for the end of each science unit – based upon skills and knowledge.
- Arabic and Islamic Assessment: completed three times per year (November, February, May)

All student paper assessments are stored within the individual student green assessment folders in the homerooms. Online assessments are stored in folders on SharePoint.

SEND/EAL – examination accommodations and modification – The inclusion team will inform all primary teachers which students require examination accommodations (extra time, separate room, scribe, reader) and will keep the information updated.

Formative Assessment: Is an on-going assessment throughout an academic year. Teachers use a variety of strategies and tools to assess students' understanding and knowledge and plan future teaching:

Marking and Feedback (Primary)

Marking and feedback in the Primary School supports learning through timely, meaningful feedback that helps students understand how to improve their work. JBS follows a live marking approach using the 'Crack the Marking Code' system to ensure feedback is immediate, actionable, and embedded within daily learning.

Live Marking and 'Crack the Marking Code'

Teachers provide feedback during lessons using agreed marking symbols from the 'Crack the Marking Code' system. One marking symbol is used per student per lesson and is written in green pen. Marking takes place during the lesson so that feedback supports real-time improvement.

Students respond to the marking symbol in purple pen during the lesson. Responses may include clarification, correction, or improvement based on the feedback provided. Teachers ensure that time is provided within the lesson for students to read and respond to feedback.

Self-Assessment

Self-assessment takes place at the end of each lesson. Teachers provide clear success criteria linked to the learning intention and model how students can identify evidence of success in their work.

Students review their work against the success criteria and label evidence using the numbers 1, 2, 3 or 4 corresponding to each criterion. Where success criteria are verbal (for example recalling knowledge), students indicate evidence appropriately, such as recording the criterion number in the corner of their page.

Reflection and Next Steps

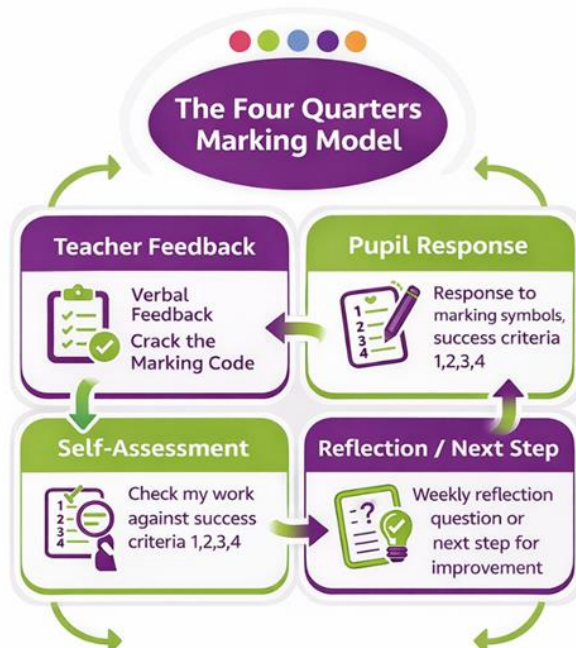
During the final lesson of the week for each subject, students complete either a reflection activity or identify a next step for improvement. These activities alternate weekly.

Teachers guide students to reflect on their learning or identify a realistic next step linked to the success criteria and marking symbols. Students record their reflection or next step in purple pen.

Approaches by Phase

- KG2 – Grade 1: Reflection and next steps may be facilitated verbally through teacher, peer, or self-discussion.
- Grade 2: Reflection may be completed through exit tickets which are placed in students' books.
- Grades 3 – 5: Students write reflection responses or next steps directly in their workbooks.

This approach ensures that marking and feedback remain responsive, student-centred, and focused on improvement. Feedback, student response, self-assessment, and reflection work together to develop student ownership of learning and to strengthen progress over time.



Skill	KG 2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Self Assessment	Frequency: Every Writing Lesson Against the success criteria (marking strip)	Frequency: Every Lesson Against the success criteria Star your start, tick your end	Frequency: Every Lesson Against the success criteria 1,2,3,4 evidenced in work	Frequency: Every Lesson Against the success criteria 1,2,3,4 evidenced in work	Frequency: Every Lesson Against the success criteria 1,2,3,4 evidenced in work	Frequency: Every Lesson Against the success criteria 1,2,3,4 evidenced in work
Reflection	Frequency: 1x/week Marking strip next step focus Verbal /teacher support	Frequency: 1x/week One reflection question Verbal/Think Pair Share	Frequency: 1x/week One reflection question Or One next step with stairs	Frequency: 1x/week One reflection question Or One next step with stairs	Frequency: 1x/week One reflection question Or One next step with stairs	Frequency: 1x/week One reflection question Or One next step with stairs

Strategies	Tools
Observations	Rubrics
Performance Assessments	Exemplars
Process-focused Assessments	Checklists
Selected Responses	Anecdotal Records
Open Ended Tasks	Continuums

Single subject assessment tasks: take place as per the requirements of the curriculum.

Summative Assessment: Assessment of learning tasks that take place at the end of the unit of study. The tasks are linked to the central idea of either the transdisciplinary unit of inquiry or of any teaching outside the programme of inquiry (POI). The summative assessment should provide varied opportunities for the students to show their conceptual understanding.

External Assessment Processes: All external assessments will take place in accordance with the KHDA National Agenda Testing Procedures for Dubai. Currently: CAT4 – G3, 5, 7 and 9, NGRT – G1-G10, Arabic IBT – G3-G9, GL progress Tests – G3-G9.

Recording of Assessment Data

All primary data is stored on the internal shared drive, ISAMs and Toddle.

Note: Assessment result + Teacher's judgment = result

External testing Timetable						
	NGRT	CAT4	GL Progress Tests	PIRLS	PASS	Arabic IBT
Frequency	3X/year	1X Year	1X/Year	Every 5 Years	1X/Year	2X/Year
Timings	Per Term	October	May-June	April	March	Nov
Grades	G1-5	G3&5	G3-5	G4	G2-5	G3-5

Internal testing Timetable							
	Maths Tracker	Science Tracker	Writing Checklists	AR Star Assessment	RWI Assessment	Arabic Summative	Islamic Summative
Frequency	3X	3X	Ongoing	3X	6 Weeks	3X	3X
Timings	Termly	Termly	Termly	Termly	Termly	Termly	Termly
Grades	G1-5	G1-5	KG1-G5	G2-5	KG1-G1	G1-5	G1-5

****KG1-KG2 complete a variation of both the Maths Tracker (Number Grid) and the Science Tracker (Knowledge and Skills assessment)**

Appendix 2 – Secondary

Assessment in the MYP

- MYP uses both internal and external assessments.
- MYP teachers must develop a range of tasks that embrace a variety of assessment strategies for internal (school based) assessments.
- MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group.
- Teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise.
- If the descriptors are distributed across multiple achievement levels, teachers use their professional judgement to select the level 1 – 8 that best matches the students work.
- Students do not have to demonstrate every relevant strand of the criterion to be awarded an achievement level in that band.
- Each strand must be assessed at least twice per academic year.
- The assessment is designed so that students can show their understanding in authentic contexts in new and flexible ways. Tasks should not include all criteria and preferably have a maximum of two.
- External assessment (in the final year of MYP), students must develop a personal project independently, which is externally validated by the IB.

When setting a summative assessment task, all teachers must:

- Enter the assessment task into the correct Unit Planner on Toddle with all the correct details, with a minimum of 2 weeks' notice.
- Ensure that the teaching sequence leading up to the assessment includes appropriate time and opportunities for ATL skill development appropriate for the Grade so that students have the best possible chance of success.
- Sufficient time will be given for the students to complete the assessment. Students in Grade 6-8 should not have more than 3 assessment tasks per week which require preparation at home. For Grades 9-12, not more than 5 summative assessments per week can take place.
- Provide students with success criteria which clearly clarifies the purpose of the task and what must be done in order to complete it to the best possible standard. All information/ resources taught and used in the unit should be uploaded on the "task tab" in ManageBac in order for students, parents and the inclusion department to have access to all the material which needs to be studied. The subject leader and coordinators must check that this is done.
- Provide students with a rubric which clearly clarifies how their work will be graded. Grade 6 students must use the prescribed Year 1 criteria, Grade 7-8 must use the prescribed Year 3 criteria and Grades 9- 10 must use the prescribed Year 5 criteria. Teachers must modify the task specific criteria / rubric with student appropriate language.

- Record the criterion scores awarded to students in the Toddle Gradebook for that particular assessment. Grades must be recorded within 2 weeks on Toddle. Constructive and personalized feedback using 'what went well and even better if' must be included in the comment box.
- Send an automated email to students via Toddle to inform them that their work has been graded.
- Teachers must send an automated email to students and parents via Toddle. This can be done by selecting the box 'send email notification'.
- Teachers must moderate and standardize samples of student assessments to ensure accuracy and validity/reliability.
- The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process of learning.
- Assessment weeks are scheduled for Grades 9-12 at least once per year. The Grades assessment tasks usually cover several units or all units of the year depending on the Grade and the purpose of the assessment task and should be in a familiar format to the students.
- If a student is absent on the day of a summative assessment, a valid DHA medical note is required. Upon receipt of the note, the classroom teacher will arrange a new date for the assessment.

Assessment in the DP and CP

Formal assessment is assessment directly contributing to the final diploma qualification. Both external and internal assessments are used in the DP and CP.

Most formal assessments are external and include examinations or work completed during the course and then sent to an external examiner.

Some formal assessments are internal, requiring the teacher to mark the work before it is moderated by an external moderator.

Students need to understand what the assessment expectations, standards and practices are, and these should all be introduced early in the course and be the focus of class and homework activities. The formal assessment requirements make it clear how summative assessment will be conducted, and how the student will be judged at the end of the course.

Teachers have a responsibility to design and provide formative assessment structures and practices that help students improve their understanding of what constitutes excellence and where their own work stands in relation to this.

Formative assessment is also important for the teacher, as it should provide detailed feedback on the nature of the students' strengths and limitations.

Formative assessment focuses on assessment as an essential learning process. A number of strategies and instruments are used to support this.

Assessment instruments primarily designed for formal assessment at the end of the course should also be adapted and used formatively as part of the learning process.

The Grade 12 assessments (coursework) and final examinations are externally set, marked, and moderated. Students and teachers are required to sign authenticity prior to being submitted to the IB.

All internal student work should be kept until October of the year after graduation in case this is called upon for evidence if a student is absent from their final examinations in Grade 12.

Subject Leaders should ensure that internal assessments and predicted grades for coursework are moderated before being submitted for upload. The marks and predicted grades are not to be shared with students. Internal deadlines for providing graded coursework must be honoured by teachers.

- All students must submit their work on time.
- If students cannot submit their work on time, then they must provide a satisfactory request from their parent/guardian as to why this deadline cannot be met. The Head of Secondary/Deputy Head will use their discretion when deciding whether or not to issue an extension to a student. Issues relating to deadlines must be sought via parent request prior to the deadline.
- If a student is absent on the day of a summative assessment, a valid DHA medical note is required. Upon receipt of the note, the classroom teacher will arrange a new date for the assessment.
- If a student fails to turn their work in by the required deadline, then they must complete the work in lunch time on the day it is due.

IB Coursework Deadlines

In DP and CP, work which is not submitted by the given deadline can have a score of 0 awarded.

These deadlines are internal deadlines to support the time management of the students. If a teacher is concerned that a student will not submit a full draft by the 1st draft deadline, it is the responsibility of the teacher to notify the coordinator and support any intervention.

At the first draft deadline, students will receive written feedback on the work they submit. Repeat feedback and rewrites are not accepted, in line with the IB assessment procedures. Teachers should familiarise themselves with their subject guides, Academic integrity and Assessment procedure policies before giving feedback to students, to understand what is and isn't acceptable feedback.