



Assessment and Reporting Policy

Version	Date	Name	Summary of Changes
1	April 2024	M.Aston	
2	6 th October 2025	H.Khan, Deputy Head, M.S. Bedford	Review and approval
Approved by: AEG + Headmaster			Date: 6 th October 2025
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Aldenham Education Group Vision

Aldenham Education Group is a disruptive, owner-operated education organisation committed to redefining excellence in international schooling. Rooted in the 425-year legacy of Aldenham School in the UK, we blend tradition with innovation to create non-franchise schools that are built on substance, not scale.

Our ethos is driven by the Japanese philosophy of *Kaizen* – a relentless pursuit of continuous improvement. We champion a culture of meritocracy, where talent is recognised, effort is rewarded, and every member of our school communities is empowered to grow and thrive.

We believe in delivering high-quality academics alongside a rich co-curricular programme, strong pastoral care, and a deep commitment to wellbeing. Our schools provide a rounded education where every child is known, valued, and nurtured — developing character, confidence, and the skills to succeed in life.

Aldenham Prep Riyadh Mission

At Aldenham Prep School, we provide a happy, nurturing, and warm environment where quality learning takes place, and the needs of each individual child are fulfilled.

Aldenham Prep Riyadh Aims

Our Key Aims

- ✓ *To encourage a love of learning in order to aspire to academic excellence and a broad education for all pupils*
- ✓ *To foster good relationships and partnership between staff, pupils, parents and the wider community*
- ✓ *To ensure that each individual pupil is nurtured, and encouraged to make the most of their own special talents*
- ✓ *To emphasise the importance of the social, moral and spiritual dimensions of community life in a modern society*
- ✓ *To provide a well-planned, well-organised environment giving children rich and stimulating experiences*

Aldenham Prep Riyadh Assessment and Reporting Policy

1. Purpose

This policy outlines the expectations, structure, and standards for reporting to parents and assessing students throughout the academic year at Aldenham Prep Riyadh.

Our goal is to ensure that reporting and assessment practices are clear, consistent, professional, and support students' academic and personal development.

2. Reporting to Parents

2.1 Overview

We provide two formal reporting points each academic year:

- **Term 1: Short Interim Report**
- **Term 3: Full Academic and Pastoral Report**

Different reporting formats are used for:

- **Early Years Foundation Stage (Nursery and Reception)**
- **Lower and Upper School (Years 1–8)**

2.2 Early Years Foundation Stage (Nursery and Reception)

Term 1 (Interim Report):

- Assessment across Prime and Specific Areas of Learning.
- Judgements of *Emerging*, *Expected*, or *Exceeding*.
- General comment from the Class Teacher.

Term 3 (Full Report):

- Detailed comments for each Area of Learning.
- Strengths, next steps, and notable achievements highlighted.
- Specialist subjects included (Arabic, PE, Music, Islamic Studies).
- Pastoral comment included.

2.3 Lower and Upper School (KS1 and KS3)

Term 1 (Interim Report):

- Academic Attainment Grade and Effort Grade for core subjects and specialists.
- Brief subject targets for improvement.

Term 3 (Full Report):

- Full subject-by-subject commentary.
- Includes strengths, next steps, and wow moments.
- Pastoral comment on behaviour, social skills, leadership, attitude to learning, and overall development.

Academic Attainment Grades:

- Below Expectations (BE)
- Working Towards (WT)
- Meeting (M)
- Working Above (WA)

Effort Grades:

- 1 – Excellent Effort
- 2 – Good Effort
- 3 – Satisfactory Effort
- 4 – Requires Improvement

2.4 Writing Standards

- Professional, formal tone.
- Specific and personalised for each student.
- Clear and constructive targets.
- Positive framing throughout.
- Consistent terminology (e.g., British English, subject names capitalised).

2.5 Proofreading and Moderation

- Initial review by Phase Leader, Subject Leader, or Head of Department.
- Final moderation by SLT.

- Proofread for spelling, grammar, names accuracy (aligned with Edunation).
- Draft reports must be prepared in Microsoft Word before uploading.

2.6 General Reminders

- Avoid contractions, slang, multiple paragraphs, or informal expressions.
- Ensure consistency between attainment and effort comments.
- Subject names must have initial capitals; acronyms (PE, ICT) have no dots.

3. Assessment Cycle

3.1 Ongoing Assessment

Throughout the year, teachers continuously assess student learning through:

- Diagnostic assessments
- Formative assessments
- Classroom observations
- Pupil work scrutiny

These assessments inform planning, intervention, and progress tracking.

3.2 Formal Assessments

End of Term 1, 2 and 3

- **PUMA and PIRA Assessments:**
 - Standardised assessments in English (PIRA) and Mathematics (PUMA).
 - Completed by **Years 1–8**.
 - Results support end-of-term evaluations and target setting.

Term 3 – Summer Term

- **End-of-Year Exams** (Years 5–8):
 - Subjects: English, Maths, Science, Humanities, French, Arabic.
 - Formal exam conditions where appropriate.
 - Assesses cumulative knowledge across the year.
 - Supports final grading and transition preparation for the next academic year.

4. Key Principles

- **No Surprises:** Reports and assessments should reflect communication already shared during the year.
- **Celebrate Strengths:** Recognise and highlight each child's achievements.
- **Support Next Steps:** Provide clear, actionable advice for improvement.
- **Consistency:** Adhere to agreed formats, timelines, and language standards.
- **Professionalism:** Reports and assessments are formal school documents and must meet high standards of quality.

5. Monitoring and Review

This policy is reviewed annually to ensure alignment with the Aldenham Education Group (AEG) standards and to continuously improve our practices.