

Assessment Policy

Policy Name	Assessment
Stakeholder	All
Policy Directory Reference	Grammar School
Policy Lead	Ms. Enjy
Role	HOS
Approval	April 2025
Reviewed by	Mr. Benjamin Barry
Role	Principal
Review Date	November 2025

Mission Statement

Grammar school believe that every child matters and that learning should be fun, innovative, purposeful and challenging.

School's Mission

We are committed to delivering innovative and inspirational teaching that develops confident learners by:

- *Encouraging students to take ownership of their learning.*
- *Developing teaching strategies that are innovative, engaging and fun.*
- *Preparing our students for the challenges ahead and make them ready for life as global citizens.*
- *Enabling our students to become critical, independent thinkers who embrace lifelong learning.*
- *Ensuring that equal opportunity exists to empower our students to achieve their personal best.*
- *Promoting a positive and respectful partnership with students, teachers, parents and the wider community.*
- *Working closely with the school owners and Board of Governors to ensure resources are available to support teaching and learning.*

Introduction:

Assessment at Grammar School supports each student in the achievement of his or her full learning potential and fosters the development of personalised learning. Assessment is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an intrinsic process for effective classroom practice. This document must be read in conjunction with the **Teaching and Learning Policy**.

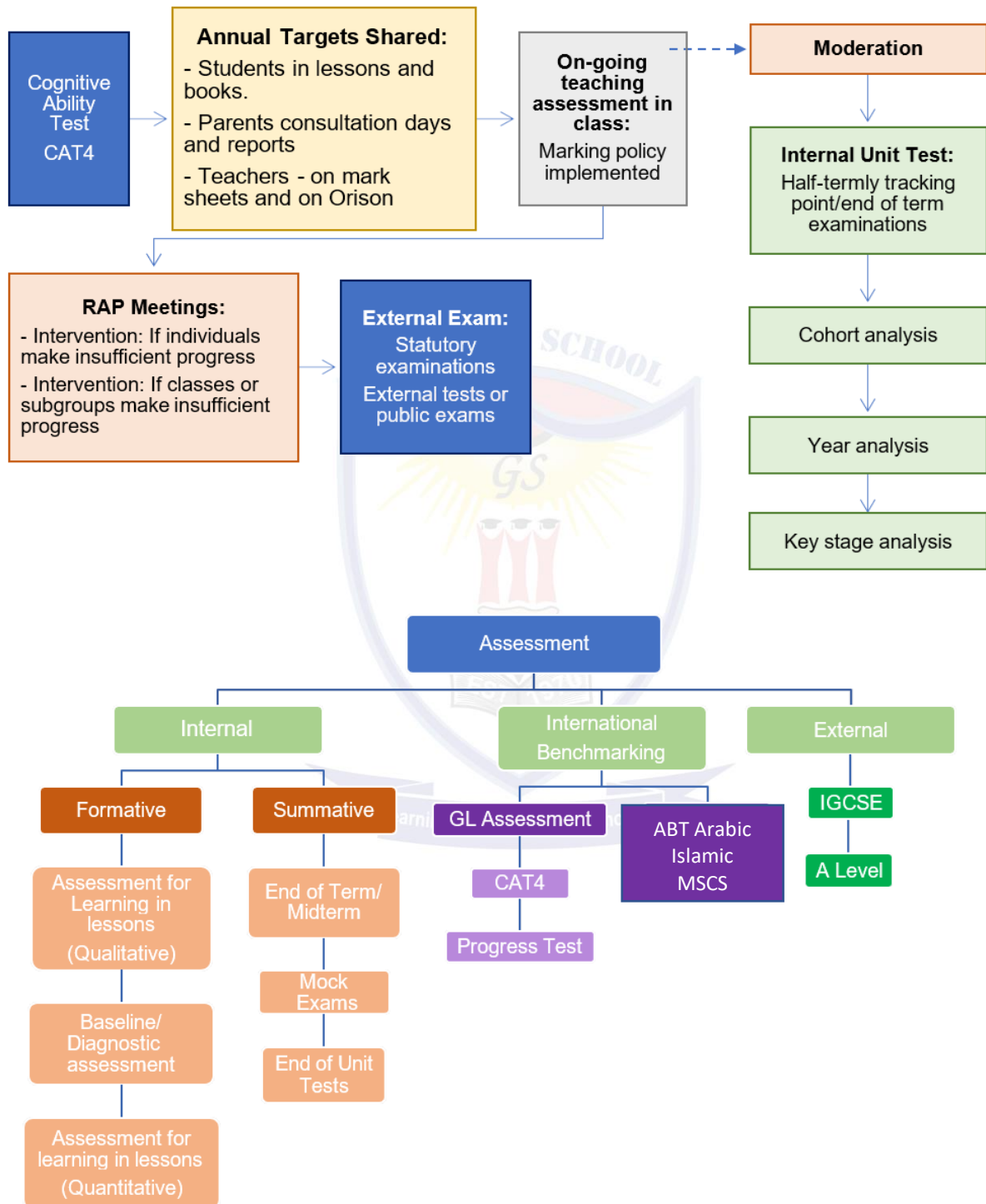
Effective assessment informs and supports the learning and teaching process, helping to raise attainment and increase the progress for every child. All involved should understand and take appropriate account of the three main types of assessment:

- **Assessment for learning is essentially formative** - It is the process of seeking and interpreting evidence so that learners, parents/carers and teachers can decide, through high quality dialogue, where the learners are in their learning, where they need to go next and how best to get there.
- **Assessment as learning is essentially evaluative** - It is about using assessment to learn how to learn and thus encourage the development of autonomous learners. In effective assessment as learning, learners through self and peer assessment identify and reflect about their own evidence of learning. Personal learning planning provides a supportive framework for these processes.
- **Assessment of learning is essentially summative** - It is about measuring, analysing, and reporting performance. Effective assessment of learning provides information about individual skills and knowledge leading to awards which are passports to opportunities in life, work, and education.

KHDA Framework for Outstanding Assessment:

- Assessment is used as a tool for teachers to plan each stage of learning. A benchmark assessment is completed by every student new student upon their arrival at Grammar, in order to diagnose the child's potential and skills across and to identify any special needs and special talents. The benchmark assessment is used as a tool to predict and set challenging targets for students, track and monitor progress and provide valuable feedback. Formal tests are conducted periodically; the results of these tests are compared with international benchmarks.
- Data from formal internal assessment is collected and analysed to identify strengths and areas for development in students' attainments. The assessments also allow the school to identify any trends in underperformance. Internal assessment data is frequently compared with predicted attainment and adequate provision can be ascertained. The school takes every precaution to ensure that all assessment information is accurate. All teachers have access to this information and use it to evaluate the effectiveness of the curriculum and their teaching. Whole school and individual targets are set and students' performance is monitored to ensure students are meeting short and long term targets.
- Teachers have an excellent knowledge and understanding of individual students' strengths and areas of development.

- When teachers assess students' work and mark their books, their comments are constructive in helping students know what their next steps should be. Students use assessment criteria to evaluate their own and each other's work and to identify the next steps. Informal assessment



Internal Assessment

Assessment of our students' academic progress takes many forms depending on the discipline, the teacher, the grade level, and the individual. However, internal assessments can either be formative or summative.

Stage	Internal Assessment
FS2	EYFS Profile: 1 = Indicates a pupil who is at the ' emerging ' level at the end of the EYFS 2 = Indicates a pupil who is at the ' expected ' level at the end of the EYFS 3 = Indicates a pupil who is at the ' exceeding ' level at the end of the EYFS
Years 1-10	Working Towards (WT): If less than your school target. On target (OT): If equal to your school target. Above Target (AT): If above your school target. School Targets will be determined using Cat4 predictions and/or teacher judgement based on students' performance
Year 10-11	International IGCSE Assessment Standards: IGCSE Grades: 1 – 9
Year 12/13	International AS/A2 Assessment Standards: A Level Grades: A* - E

Formative

Teachers will formatively assess students on each learning objective taught throughout the year. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments take the form of end of unit or half-term assessments. Formative assessments allow for:

- Students to identify their strengths and weaknesses and target areas that need work.
- Teachers to recognise where students are struggling and address problems immediately.
- Please see Mark Distribution for weightage of End of Year grades for each year group.

Summative

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against curriculum standards taught over a period of time. Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent courses. Summative assessments will:

- Take the form of a written test/exam or project with a clear rubric
- Be taken under controlled conditions
- Be graded by the teacher
- Be linked to the curriculum objectives
- Contribute to a students' termly report grade

Please see Mark Distribution for weightage of End of Year (EOY) grade for each year group.

External Assessment

External assessment dates are released annually by the examination board. The school's Exam Officer arranges the external examinations in specified rooms.

Stage	Year	External Assessment
KS4	Year 10 and 11	IGCSE
KS5	Year 12	AS Levels
	Year 13	A Levels

Benchmark Assessment

Benchmark Assessments against international benchmarks are used to compare the attainment of Grammar students to other international UK curriculum school students and MOE.

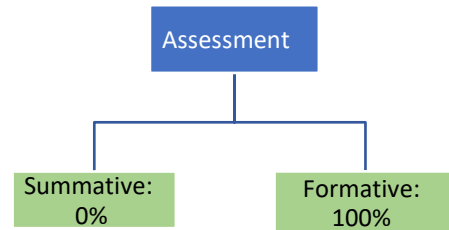
The following table illustrates international benchmarking assessments at Grammar School:

Stage	Year	Benchmark Assessment
FS	FS2	Internal baseline assessments
KS1	Year 1	Phonics Assessment CAT4 assessments GL Progress Tests
	Year 2	SATs Assessment CAT4 assessments GL Progress Tests ABT in Arabic, Islamic and MSCS
KS2	Year 3	CAT4 assessments GL Progress Tests ABT in Arabic, Islamic and MSCS
	Year 4	CAT4 assessments GL Progress Tests ABT in Arabic, Islamic and MSCS
	Year 5	CAT4 assessments GL Progress Tests ABT in Arabic, Islamic and MSCS PIRLS (every 5 years – 2026) TIMSS (every 4 years – 2027)
	Year 6	SATs Assessment CAT4 assessments GL Progress Tests ABT in Arabic, Islamic and MSCS
KS3	Year 7	CAT4 assessments GL Progress Tests ABT in Arabic, Islamic and MSCS
	Year 8	CAT4 assessments GL Progress Tests ABT in Arabic, Islamic and MSCS
	Year 9	CAT4 assessments GL Progress Tests TIMSS (every 4 years – 2027) ABT in Arabic, Islamic and MSCS
KS4	Year 10	CAT4 assessments GL Progress Tests ABT in Arabic, Islamic and MSCS
	Year 11	CAT4 assessments PISA/PBTS (15 years old) ABT in Arabic and Islamic and MSCS
KS5	Year 12	ABT in Arabic and Islamic and MSCS
	Year 13	ABT in Arabic and Islamic and MSCS

Mark Distribution

Foundation Stage

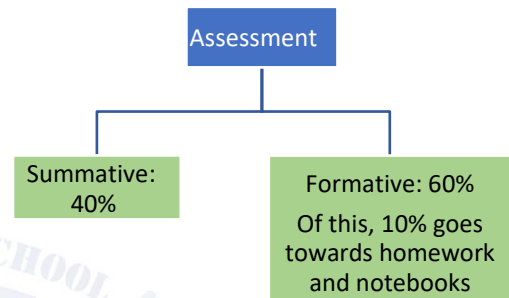
Foundation students' End of Term/ Year grade will be decided by achievements made entirely from formative assessments.



Years 1 – 2

Year 1 and 2 students' End of Term/ Year grade will be decided by achievements made from 40% summative and 60% formative assessments.

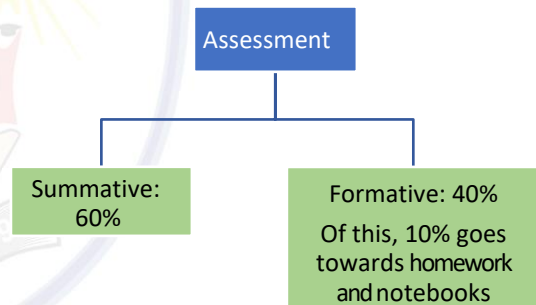
Of this 60% formative assessment, 10% will be given on students' homework and notebook quality.



Years 3 – 6

Year 3 to 6 students' End of Term/ Year grade will be decided by achievements made from 60% summative and 40% formative assessments.

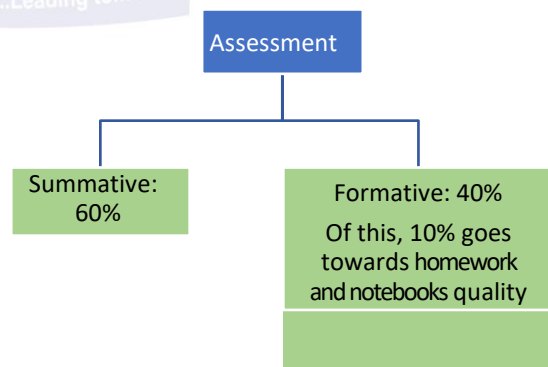
Of this 40% formative assessment, 10% will be given on students' homework and notebook quality.



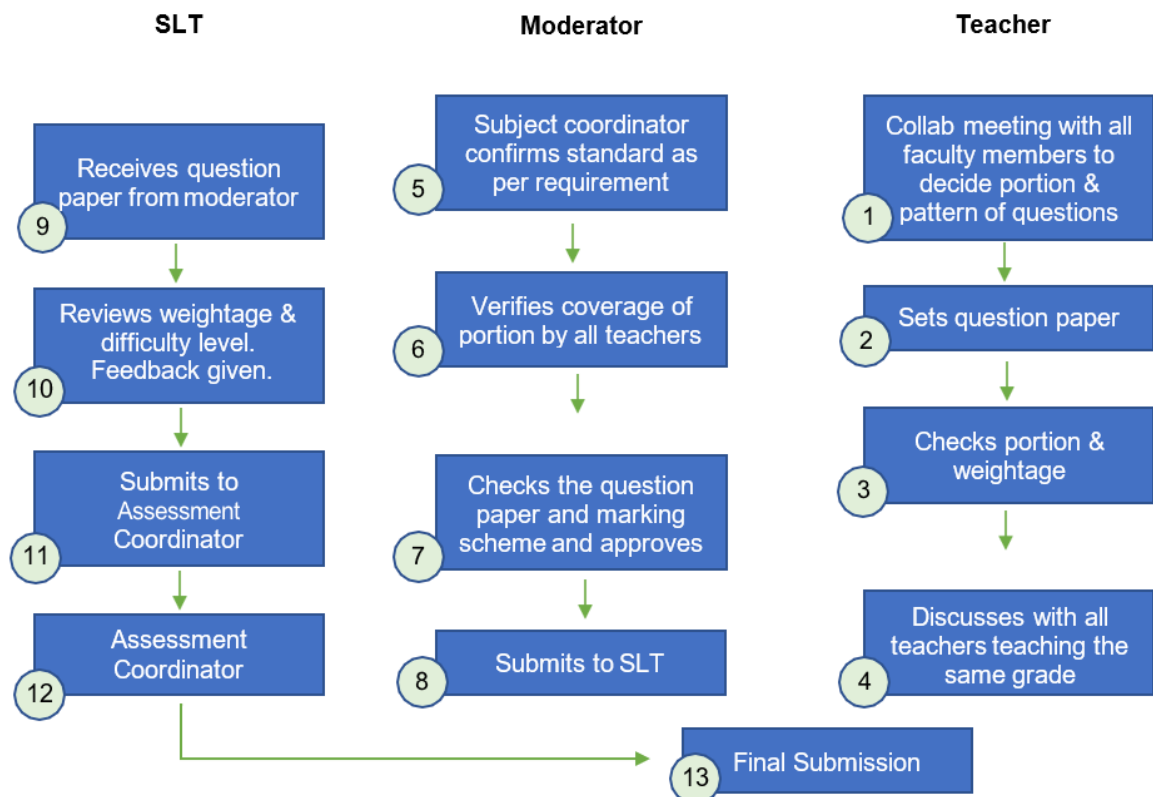
Years 7 – 13

Year 7 to 11 students' End of Term/ Year grade will be decided by achievements made from 60% summative and 40% formative assessments.

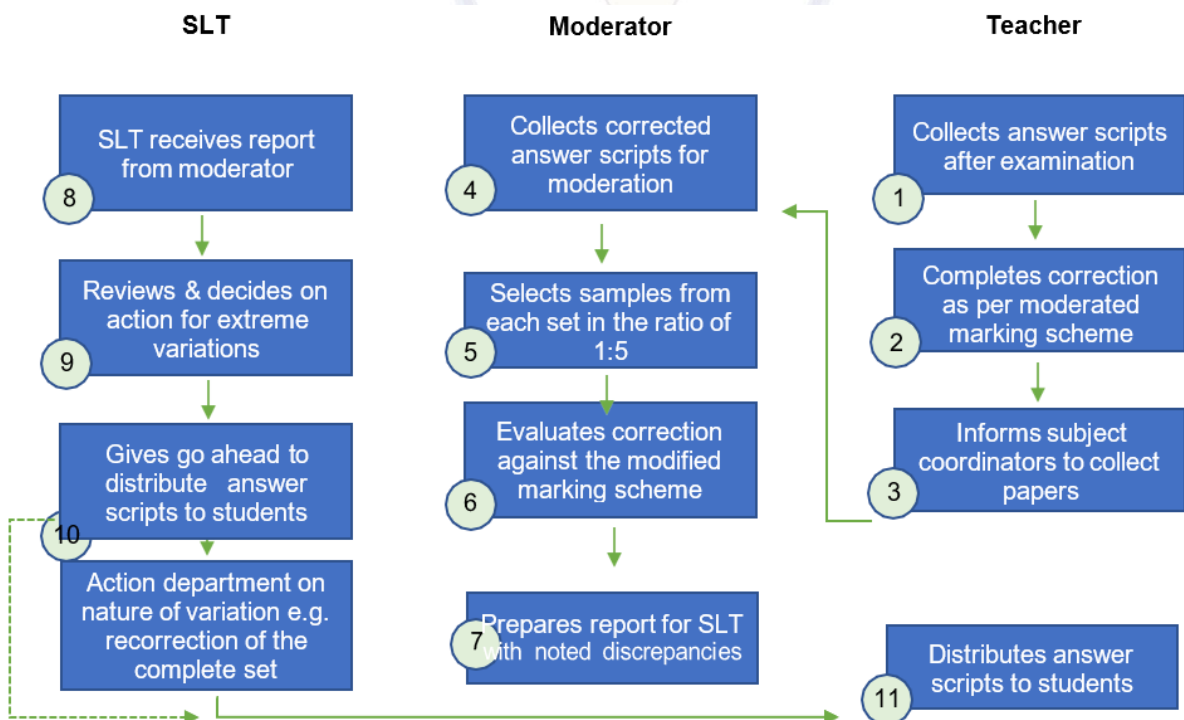
Of this 40% formative assessment, 10% will be given on students' homework and notebook quality.



Moderation of Question Papers



Moderation of Answer scripts



Setting Targets

Target-setting is the means by which we identify specific and SMART goals that help to improve the standards achieved by all our children. Targets may relate to individual students, groups of students within classes, or whole cohorts of students and decides that students' individual flight path for a certain topic, unit or period of time (half-term/full term).

Targets are set for students using all available assessment data; formative, summative, international benchmark and CAT4 assessments. The targets set are aspirational and challenging, but realistic, and take into account each student's starting point and ability. With these core principles in mind, the targets we set:

- Challenge all students to do better
- Set high expectations for all
- Take into account each student's starting point for learning
- Encourage students to discuss and review their progress with teachers regularly
- Involve parents in their children's learning
- Lead to more focused teaching and learning and inform the planning process
- Help us to make judgements about how well our school is doing when compared to similar schools

Teachers also use the Formative assessment tracker to provide students with competency levels for each assessed curriculum strand, skill or learning objective. This information will then allow teachers to identify learning gaps of individual students and establish unique learning paths to enable each student to achieve/ extend their understanding on identified learning objectives.

Sharing of Targets

MLT/SLT - Teachers will set personal targets for each student and individual targets at the start of the Academic Year.

SLT/Head of Assessment will share benchmark data and school targets with all teachers.

MLT/HOD share cohort targets for each year group/Key Stage with their teams.

MLT will ensure teachers share the subject targets with the students:

- Targets are placed in student notebooks/folder.
- Assessment criterion is placed in the students' notebook.

Parents are provided with their child's target during the first Parent-Teacher meeting.

MLT/Teachers will have an opportunity to revisit individual targets at the start of an academic year following the End of Year test results in summer.

Measuring Progress (Internally)

Internal assessments are designed to test increasingly demanding conceptual knowledge, understanding and skills from one year to the next. Therefore, students make progress over time, if their level of attainment in summative assessments is maintained or improves during that time.

The table below refers to the attainment band in reference to curriculum standards:

Grade	A*	A	B	C1	C2	D	E	U
Range (%)	90 – 100	80 – 89	70 – 79	60 – 69	50 – 59	40 – 49	30-39	Below 30

*C1-C2 to reflect the MOE assessment Criteria.

Better than Expected Progress

A student has made above expected progress if at the end of the year their overall grade is above their school target.

For example:

- Target: Grade B
- End of Year: Grade A

Moving up a grade level (Grade B to Grade A), thus making **Better than Expected Progress**.

Expected Progress

A student has made expected progress if they meet their school target

For example:

- Target: Grade B
- End of Year: Grade B

Student has obtained same grade level (Grade B and Grade B), therefore making **Expected Progress**.

Less than Expected Progress

A student has made less than expected progress if they progress by less than their school target.

For example:

- Target: Grade B
- End of Year: Grade C1

This time, their progress is less, therefore making **Less than Expected Progress**.

Measuring Progress (Externally)

Progress: Children/students make progress over time, if their level of attainment in summative assessments is maintained or improves during that time. This assumes that these assessments are designed to test increasingly demanding conceptual knowledge, understanding and/or skills from one year to the next.

Students making expected progress: If a student's attainment remains at the same level over a full academic year, (e.g. grade B to grade B or Stanine 5 to Stanine 5 etc.) then that student is said to have made expected progress over that full year.

Students making better than expected progress: If over a full academic year, a student's attainment increases (e.g. grade B to grade A or Stanine 3 to Stanine 5 etc.) then that student has made better than expected progress over that full year.

A cohort making acceptable or better progress: The extent to which a student cohort (grade/year/EAL group etc.) is considered to be making acceptable, good, very good or outstanding progress will depend upon the proportion of these individual students (or groups) that are making expected or better than expected progress, in a similar manner to how we evaluate whether a cohort is attaining (1.1) at an acceptable or better level.

1.2.1 Progress of students, including students of determination, against their starting points and over time: Judgements will be based upon reviewing secure and validated data for both internal and external assessments, including N.A.P. data.

1.2.2 Progress in lessons: Judgements will be based upon the progress seen in lessons in relation to appropriate learning objectives where these are aligned with the expected, grade/age-appropriate curriculum standards. Evidence for this element will also be drawn from evaluation of work in books and other media (evaluated during lessons where possible).

1.2.3 Progress of different groups of students: Judgements will be based on the proportion of students in different groups (as identified in the *UAE Inspection Framework 2015/16*) that are making expected or better than expected progress, over time.

Learning today...Leading tomorrow

Tracking Progress

Progress is carefully monitored each and every lesson both formatively and summatively so as to quickly identify learning gaps and inform teaching and learning to effectively support and challenge students depending on their individual learning needs. Tracking is carried out using the following forms:

Formative Assessment Tracker: Provides quantitative feedback on assessments carried out within a term. This tracker shows each students competency level against each taught age-appropriate curriculum standard, skill and learning objective. Used to provide individual student targets/ flight paths from identified learning gaps.

Summative Assessment Tracker: This tracker collates all quantitative grades for each student. Summative assessments take into account mark distribution of summative and formative assessment to deliver an overall grade for that period of time.

- Internal assessments take place every half term to record attainment. The test paper must be validated by the HOD/ MLT in charge of the subject and the Data Manager at least one week before the scheduled test. This ensures skills and content are assessed and students are challenged
- The Unit Tests take place every term under exam conditions across from Year 1 in all core subjects
- During the period of internal assessments – moderation and standardisation meetings take place with MLT and their teams. Evidence of moderation is collated to ensure robust quality of assessment by teachers
- Assessment data will be recorded internally and on Orison (Information Management System), three times a year, for all phases, every term
- Progress is measured and recorded three times a year, every term. The process measures progress made from baseline assessments in every subject area. Teachers will then be asked to evaluate the students' performance; commenting on any intervention/action to tackle any underachievement

Re-Test

Conditions:

- Retest will be conducted for those students who are absent with a valid reason and reasonable explanation, or on medical ground (on producing MOH certificate within 2 days) and the students who didn't achieve the required percentage to pass.
- The passing percentage for each of Terms 1 and 2, as well as the overall year-end grade for Term 3, is C grade for students in Years 7-13, If a student fails to achieve the required percentage, they will be given an opportunity to retake the final exam with additional topics if applicable.

Procedures:

- Syllabus for retest will be same as original exam syllabus with additional topics if applicable.
- Students who either fail to attend the retest or do not pass the retest will not be granted an additional opportunity to retake the exam.
- Maximum 2 exams will be conducted on each day, and schedule will be adjusted for students having 3 subjects.

Exam Malpractice

Exam malpractice procedures in the UAE are designed to ensure the integrity and fairness of the examination process. These procedures include preventive measures, detection mechanisms, and consequences for students found guilty of malpractice.

The procedures for handling exam malpractice in the UAE are comprehensive, involving prevention, detection, and strict penalties to maintain the integrity of the academic process. Here is an overview of these procedures:

Consequences and Penalties

- **Immediate Actions:** If a student is caught cheating during an exam, the invigilator can confiscate the unauthorized materials and remove the student from the examination hall.
- **Investigation Committee:** An investigation committee reviews the incident. The student may be asked to provide an explanation or defense.
- **Penalties:** Penalties vary depending on the severity of the malpractice. They can include:
 - 1- **Warning:** For minor offenses, a warning might be issued.
 - 2- **Deducting marks:** For questions suspected of being answered through cheating.
 - 3- **Administering a retest:** With a new set of questions.
 - 4- **Failing the Exam:** The student may receive a zero or fail the particular exam or course.
 - 5- **Suspension:** For more serious offenses, students might be suspended from the institution for a certain period.
 - 6- **Expulsion:** In extreme cases, students can be permanently expelled from the educational institution.
 - 7- **Legal Action:** If the malpractice involves fraud or other illegal activities, legal action might be taken.

Grade Reporting to Parents

Reporting of student progress to parents includes the following:

Foundation Stage & Primary

Name of Report	Frequency of Report
Half-Term Report Card	Every half-term
End of Term Report Card	End of Term 1, 2 & 3

Secondary

Name of Report	Frequency of Report
Half-Term Report Card	Every half-term
End of Term Report Card	End of Term 1, 2 & 3
Mock Report Cards (Year 11-13)	Mock 1: Beginning of January 2022 Mock 2: End of March 2022

Reporting Attainment & Progress Meetings

- Every half term MLTs and their teams meet and review the progress of every student – in preparation for the termly MLT 'Raising Attainment and Progress (RAP)' meeting. Data for the RAP meeting will be made available by the Assessment team.
- RAP meetings will discuss the progress and attainment of individuals and cohorts of students. The meetings involve the Head of Subject, Head of Primary/Secondary, Vice Principal, and Principal. Discussions will include: the underperformance of students and targeted intervention.
- Teachers use intervention strategies to support individual students whose progress is not meeting personal targets.

Inclusion

Students of Determination are effectively supported to ensure they are given equal opportunity to access the curriculum through teaching and learning, and assessments practices:

- Special arrangements such as assessment modification (FS2 to Year 9) and moderation are provided to those on IEPs.
- Exam modification is provided to students sitting IGCSE exams depending on the individual need of the student and subject to Pearson Edexcel approval.
- Question papers are tailored in accordance with the needs of the individual child.
- Collaborate with GL to provide special accommodations for students with individual learning needs whereas reading support and/or extra exam time is given during the Progress Tests & CAT4 assessments.
- Inclusion department completes weekly progress checks to evaluate the effective use of IEPs in class, progress made against identified targets and setting out and identifying next targets.

Inclusion Modification

Students of Determination are provided the same support by way of modification and moderation of assessments as they would in the classroom.

Marking

Effective marking and feedback is integral to good teaching and learning. By empowering students to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

- Inform the student what they have done well and what they need to do to improve.
- Support student confidence and self-esteem in learning - contributing to accelerated learning.
- Support teachers' assessment knowledge of each student as part of assessment for learning procedures to plan and refine next steps in learning.
- Develop consistent processes across the school to teach students to respond to feedback, self-assess and evaluate their own learning.

Light marking of work – weekly:

Acknowledging and recognising achievement/completion of a task through **purple/red/green pen** ticks, stamps/stickers of praise or acknowledgement.

Self/Peer Assessment – weekly:

Students take responsibility in marking their own or a peer's work in a coloured pencil (primary)/coloured pen (secondary), other than purple, with set criterion provided by the teacher. Teachers must acknowledge the self/peer assessment, by highlighting, to indicate where progress has been made.

Students are encouraged to assess their own work using the literacy proofreading code – **CUPS** – Capital Letters, Underline, Punctuation, Spelling; to ensure grammar, spelling and paragraph structure are improved.

Diagnostic Marking – Using SIR Marking (Formative Assessments):

Where thorough feedback is given on attainment against a set of objectives, success criteria is given and response from pupils is required to strengthen the teaching and learning process in order to deepen and accelerate learning. When given feedback to students the teacher must consider:

- Does feedback inform the pupil what they have done well and what they need to do to improve?
- Relate to planned learning objectives, success criteria or assessment criteria?
- Can feedback be read clearly and understood?
- Does feedback indicate a next step/improvement in learning?

Thus, the Grammar School written feedback must be in **purple/red/green pen**, must begin with a **strength**, then an **area for improvement** and a **response** which allows the students to address their **target**. Core subjects will initially use template sheets (SIR).

Student Response

Student response must address the **SMART Target** soon after the teacher's feedback - in a coloured pencil (primary), coloured pen (secondary), that's not purple.

Time must be allocated in lessons to address the SMART target. This is to ensure the students develop their understanding prior to any new learning; not to make similar mistakes again and accelerate their learning. A student signature or student comments that have little value to progress must not be included in student responses.

Marking Code

It is essential for students to know that a marking code is applied in all subjects. This ensures uniformity and consistency across all curriculum areas. Through clear expectations of marking, students and teachers will benefit from picking up any inconsistency in the work. It is imperative as teachers that we indicate any literacy errors the student makes in a piece of writing.

The HOD must ensure the following marking code is adhered too; and/or incorporated in the subject/department marking policy.

General Marking Code	
✓	Acknowledgement of completed task against objectives
✓✓	Excellent example of completed task against objectives
??	Reword the sentence
e.g.	Provide examples
^	Provide the missing letter/word
Literacy Marking Code	
T	Correct the tense indicated with a circle
P	Correct the punctuation indicated with a circle
SP	Correct the misspelt word indicated with a circle in the margin
NP	Start a new paragraph
NL	Start a new line
I	Incomplete work
C	Capital letter error
VF	Verbal feedback given

Monitoring and Review

This policy has been discussed and agreed by the Grammar School staff and leadership team for implementation.



Signed:
Benjamin Barry
Policy review date: November, 2025

Date: April, 2025