



DUBAI SCHOLARS
PRIVATE SCHOOL

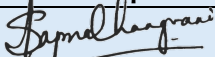


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DS Assessment Policy

2025-2026

Review Date	June 2025
Circulation	
Approval Signature	Ms. Sapna Changrani(Head of School)
Signature	

This policy will be reviewed annually unless an incident; new legislation or guidance suggests the need for an interim review.



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RATIONALE

At Dubai Scholars Private School we believe that assessments provide the basis of informed teaching, helping children to overcome difficulties and ensuring that teaching builds upon what has been learned. It encourages continuous learning and celebrates achievement for all children, providing clear next steps for learning. It assists in identifying areas of strength and weakness, thereby monitoring and adjusting strategies to meet the needs of all children. It promotes relevance in communication and accountability for learning that is shared between every child and teacher at DS.

The policy supports the vision, mission and values of DS through best practices in assessment aligned with standards based on International Edexcel & CAIE curricula relative to different subjects.

PURPOSE

To support academic excellence by providing clear expectations for all stakeholders (students, staff & parents) regarding the assessment practices across the school at Dubai Scholars.

VALUE AND SIGNIFICANCE

- Collect information from a variety of sources to measure child's attainment of curriculum outcomes.
- Provide targeted feedback, that assists child's in improving skills, content and knowledge.

AIMS AND OBJECTIVES

- To raise the standards of achievement throughout the school.
- To maintain accurate records of the progress and attainment of individual child and cohorts.
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child.





- To enable the active involvement of children in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual students
- To provide regular information to parents that enables them to support their child's learning
- To provide the information that allows school leaders and the management body to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national and international standards.

ASSESSMENTS AT EYFS

Assessments play an important role in helping the school recognise children's progress, understand their need, plan activities, and assess the need for support.

The school uses different tools to assess children however focus is largely on ongoing formative assessment – to inform teaching on a regular basis.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. The EYFS practitioners will interact and observe children to understand their achievement, interests, learning needs, and will use this information to shape the educational experiences for each child.

Parents will be kept up-to-date with their child's progress and development, and the EYFS Practitioners will address any learning and development needs in partnership with parents.





The school will assess each child and provide a commentary describing each child's skills and abilities against the three characteristics of effective learning:

1. Playing and exploring
2. Active Learning
3. Creating and thinking critically

Throughout the year EYFS Practitioners will collect and collate materials, observational records and information within a child's learning journey. Profile judgements will be made on the basis of the cumulative evidence recorded over the year. Evidence will include:

1. Knowledge of the child
2. Photographs
3. Written and/or drawn evidence.
4. Planned and un-planned observations of day-to-day interactions
5. Video, tape, audio or electronic recording.
6. The child's view of his or her own learning
7. Information from parents or other relevant adults.

EYFS Practitioners will use this evidence to assess whether a child's is at any of the below progress levels.

Curriculum Progress Levels
Below – not yet reaching expected levels
Meeting – meeting but not secure at expected levels
Secure – meeting and secure at the expected levels
Working in Depth – exceeding expected levels





Accurate assessment requires a two-way flow of information between school and home, and the school will ensure that process are in place to consult parents about their child's development and achievement at home.

(EARLY YEARS FOUNDATION STAGE PROFILE)

To summarize and describe the children's learning and development at the end of the EYFS the school must complete an EYFSP for each child.

In the final term of the year in which the child reaches age five, the EYFS Profile is completed. The EYFS Profile provides the parents, the teachers and the school with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents, and any other adults whom the teacher or parent feel, can offer a useful contribution.

Each child's level of development is assessed against the early learning goals throughout the year using the progress levels mentioned above.

The teacher will share the results of the EYFS Profile with parents. If a child moves to a new school during the academic year, the school will send the assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request.

The profile will be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate.





ASSESSMENTS IN PRIMARY

In Primary, a combination of diagnostic, formative and summative assessments are carried out. The school carries out these assessments in three terms.

Term 1	September to December
Term 2	January to March
Term 3	April to June

Baseline Assessments

To understand a child's different abilities including their strengths and needs, a diagnostic (Baseline) test is carried out where questions are framed based on the previous year's knowledge and skills, also keeping in mind the differentiated levels seen in children. These tests help the teachers to ascertain the child's starting point, so as to set a target for each child to achieve in the academic year. This target is revised as appropriate if the child has performed better or less than what is expected of them.

Formative Assessments – Assessment for Learning (AFL)

Formative assessment is a powerful way of raising students' achievement. It is based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Students also do peer and self-assessment at the end of a topic/unit.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group, and the individual.





- Track the child's progress over time.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessments are typically conducted through quizzes, online tools, observation sheets, projects and presentations. These are ongoing and are done as and when the topics/ skills are covered in lessons.

Summative Assessments – Assessment of Learning (AoL)

Summative assessments (Assessment of Learning) are important for informing both parents and teachers of a child's attainment. This will also inform whole school target setting and prediction of a cohort's future attainment. These assessments also:

- Identify attainment through one-off standardised tests at a given point in time.
- Record performance in a specific area on a specific date.
- Provide age standardised information.
- Provide end-of-phase test data against which the school will be judged.
- Ensure statutory requirements according to the National Curriculum of
England at the end KS1 (Year 2), KS 2
- Provide information about cohort areas of strength and weakness to build from in the future.

TRACKING KEYS AND PROGRESS BANDS

Descriptors for the progress bands in Formatives & Summatives

- Working below Emerging levels – Below Emerging
- Yet to reach expected levels - 'Emerging'.
- Meeting Expected levels of development – Expected
- Working a little above the Expected Level – Just Above Expected





- Whether they are Exceeding expected levels – Exceeding
- Working above the Exceeding Level or at a mastery level – Above Exceeding

Tracking Key for Formative Assessments – Years 1-6

Curriculum Progress Levels	Broad National Curriculum Levels
Well Below Expected	Emerging
Just Below Expected	
Expected	Expected
Just Above Expected	
Exceeding	Exceeding
Above Exceeding	

Tracking Key for Formative Assessments

Years 1-6 (Arabic, Islamic Education and UAE social studies)

Curriculum Progress Levels	Curriculum levels
Very Weak	1
Weak	2
Acceptable	3
Good	4
Very Good	5
Outstanding	6





Grading Key for Arabic, Islamic Education and UAE Social studies

(Summative Assessments-Years 2 to 6)

Grading Key Levels and Descriptors		
Very Weak	1	0 – 29
Weak	2	30 – 49
Acceptable	3	50 - 69
Good	4	70 - 80
Very Good	5	81 - 94
Outstanding	6	95 - 100





Grading and Tracking Key for Summative Assessments - Years 2-6

Curriculum Progress Levels	Mark Threshold For Summative Assessments	Grading Bands	Broad National Curriculum Levels
Well Below Expected	0 - 10	1	Emerging
	11- 25	2	
Just Below Expected	26 - 35	3	
	36 - 39	4	
Expected	40 - 59	5	Expected
Just Above Expected	60 - 69	6	
Exceeding	70 - 79	7	Exceeding
	80 - 89	8	
Above Exceeding	90 - 100	9	

1. There are no summative assessments conducted at the end of Year 1. Instead, students' progress is tracked using a standardised tracker aligned to the National Curriculum of England goals.
2. Similarly, for Years 2 to 6 students' progress is tracked using a standardised tracker aligned to the National Curriculum of England goals.
3. Years 5 and Year 6 will have end of Term assessments in Term 1 and Term 3.





ASSESSMENTS IN SECONDARY

FORMATIVE ASSESSMENT

- Integrated into the daily learning process.
- Provides teachers and children with information about how learning is progressing.
- Helps in timely and specific feedback, scaffolds next steps and differentiates instructions in response to children's needs.
- Used by students to monitor their own progress, reflect and make adjustments in their learning.
- Used to inform daily teaching and learning practices within the school.

I. TYPES OF FORMATIVE ASSESSMENTS:

WHAT	HOW
MARKED <ol style="list-style-type: none">1. Notebook work2. Projects3. Oral presentations4. External Assessments (English - NGRT A, B & C)5. Listening/Speaking / MS Forms (MFL specific)	CRITERIA for MARKING <ol style="list-style-type: none">1. Rubrics2. Written feedback3. Next steps4. Follow-up on Feedback5. Teacher Observation notes
UNMARKED <ol style="list-style-type: none">1. QAs2. Group work3. Exit slips4. Teacher observation	EVIDENCE <ol style="list-style-type: none">1. Notebooks2. Teacher records – observation of group work, notes on observations made3. Badge of Honour4. Lesson plan annotation5. AFL Excel sheets





II. CRITERIA FOR MARKED FAs:

1. NOTEBOOKS (All 3 Terms)

- a. Well maintained
- b. Rubric available to students
- c. Completed and up-to-date
- d. Regularly assessed by the teacher (3 per Term)
- e. Evidence of self-assessment (2 per Term)
- f. Evidence of Peer assessment (2 per Term)
- g. Marking criteria available for child's reference.

2. PROJECTS (Any 2 Terms)

- a. Conducted in class
- b. Clear instructions & Rubric available
- c. Current and aligned with occurring lessons (at the time)
- d. Group or Individual
- e. Close Observation & recorded notes by teacher (Evidence)
- f. Marking criteria available for child's reference.
- g. Planned in advance – Information to students available 2 weeks before actual date.

3. ORAL PRESENTATIONS (Any 2 Terms)

- a. Conducted in class
- b. Clear instructions & Rubric available
- c. Current and aligned with occurring lessons (at the time)
- d. Group or Individual
- e. Close Observation & recorded notes by teacher (Evidence)
- f. Marking criteria available for child's reference.
- g. Planned in advance – Information to children available 2 weeks before actual date.

4. EXTERNAL ASSESSMENTS

- a. The NGRT A, B & C Passage comprehension section of the assessment records will be used as Formative Assessments for Reading (only) throughout the corresponding 3 Terms for English.
- b. Conducted within the school premises
- c. Individual
- d. Reports available





SUMMATIVE ASSESSMENT

I. INTERNAL ASSESSMENT – Years 7 – 10

- Occurs at the end of a term (namely: Term 1 and Term 3) to provide a final grade as a measure of attainment.
- Is an opportunity to demonstrate Learning, by applying knowledge and skills in relevant contexts.
- Tracks students' progress over a period of time.
- Provides a measure of accountability and informs Teaching.

Used by teachers to:

- ✧ Make judgements about the quality and quantity of students learning.
- ✧ Evaluate teaching approaches.
- ✧ Motivate students to prepare and improve performance.
- ✧ Deepen understanding of the curriculum.

II. EXTERNAL ASSESSMENT – Year 11 (IGCSE) / Years 12 & 13 (International AS & A Level)

- CAIE - Cambridge Assessment International Educational
 1. English Language
 2. IT- Information Technology (Years 12&13)
 3. Computer Science (Years12&13)
 4. ICT – Information and Communication Technology (Year 11)
 5. EM- Environmental Management (Year 11)
 6. Media Studies (Year 12,13)
 7. Modern Foreign Language -Hindi (as Second Languages) – Optional
- EDEXCEL - Year 11 (IGCSE) / Years 12 & 13 (IAL - International Advanced Level)
 - a. Mathematics - Year11
 - b. Pure Maths/Mechanics / Statistics-(Years12 &13)
 - c. Science: Physics / Chemistry / Biology
 - d. Commerce: Business / Accounting / Economics
 - e. Islamic Education – Optional
 - f. Modern Foreign Languages: French & Arabic (B) - Optional-Year 11
 - g. Humanities – History (Year 11)





● **GCSE - Year 11 (IGCSE) / Years 12 & 13**

i. Psychology (Years 11-13)

Internal Grading Key for Years 7 to 11

Curriculum Progress Levels	Mark Threshold For Summative Assessments	Grading Bands	Broad National Curriculum Levels
Well Below Expected	0 - 19	1	Emerging
	20 - 29	2	
Just Below Expected	30 - 39	3	
	40 - 49	4	
Expected	50 - 59	5	Expected
Just Above Expected	60 - 69	6	
Exceeding	70 - 74	7	Exceeding
	75 - 84	8	
Above Exceeding	85 - 100	9	





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Grading Key for Arabic and Islamic, Years 7 and 8

Grading Key Levels and Descriptors		
Very Weak	1	0 – 29
Weak	2	30 – 49
Acceptable	3	50 - 69
Good	4	70 - 80
Very Good	5	81 - 94
Outstanding	6	95 - 100



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Internal Grading Key for AS and A2

Marks for Term Exams	Grading Bands
0 – 19	U
20 - 29	
30 – 39	F
40 – 49	E
50 – 59	D
60 – 69	C
70 - 74	B
75 - 84	A
85 - 100	A*

STANDARDIZED TESTING FOR PRIMARY AND SECONDARY STUDENTS

- I. CAT4 – COGNITIVE ABILITY TEST (4 BATTERIES: Verbal, Quantitative, Non-Verbal & Spatial)
 - The students of targeted Year Groups also undertake the CAT4 (Cognitive Abilities Test Version 4).
 - The CAT4 provides a robust, standardised measure of cognitive reasoning ability, without reference to curriculum-based material.
- II. ABT – ARABIC BENCHMARK TEST (Conducted in Term 3)
- III. ISBT – ISLAMIC BENCHMARK TEST (Conducted in Term 3)
- IV. UAE - BENCHMARK TEST (New)
- V. GL PROGRESS TEST – ENGLISH MATH SCIENCE (as mentioned in 3.3)
- VI. NGRT – FORM A / B / C – New Group Reading Test (as mentioned in 3.2)





EXTERNAL ASSESSMENT - GL - Progress Tests in English / Math / Science

- ✧ Conducted once a year in Term 3
- ✧ 10% contributes to the Final Examinations marks in the 3 respective subjects; namely: English (Reading), Mathematics and Science (Year 4 to Year 10)

PURPOSE of Standardized Testing

- Third party insight into their abilities and potential for learning identifying their strengths and weaknesses on skills and concepts.
- KHDA Framework: UAE National Agenda Parameter, which requires all schools to participate in international and external benchmarking assessments on an annual basis.
- To monitor their progress in meeting their individual UAE National Agenda targets.

Academic Integrity and Guidelines for Summative Assessments

Upholding honesty during exams is crucial for accurately assessing each student's learning and identifying the next steps for academic progress.

To ensure a fair testing environment, we will have **special seating arrangements** in place during the exams. Please be aware that there will be **zero tolerance for any form of academic misconduct**.

Students will not be graded if found:

- i. with unauthorized materials (such as slips, notes)
- ii. with writing on their body, instruments or on any other permitted resource.
- iii. with their mobile devices (switched on or off) in the Examination Hall
- iv. copying answers from other students.
- v. signaling, passing material or disturbing other students.

Students must ensure that they do not leave any restricted material in the exam hall 15 minutes before the exam begins. During this time, students will be permitted to use the washroom, after which he/she will not be allowed to leave the exam hall before the lapse of 1 hour from time of commencement.





We kindly ask parents to speak with their children about the significance of these examinations and exam regulations, ensuring they understand that sincere effort, honesty and abiding by guidelines, are key in evaluating their academic progress.

Students will be provided with the Question Paper / Answer booklet for all their exams. Should they require additional paper, we will make provisions for the same. They are only allowed to bring the resources mentioned below, to the exam hall.

Permitted Resources:

- a. 2 or 3 Pens (preferably black gel or ball point for 7 – 9) / Only Black gel or ball point for Years 9 and 10.
- b. Scale, 2 pencils, eraser, pencil sharpener
- c. Geometry instruments – as required
- d. Calculator – **only for Years 8, 9 and 10 (Specific to accommodations in Year 7)**
- e. Pouch to hold all the above mentioned writing resources
- f. Water bottle, if required

I. To Promote Examination Integrity we will provide:

- **Clear Guidelines:** Communicate exam rules and consequences of dishonest behavior clearly to all students.
- **Proctor and Monitor:** Closely supervise the exam to prevent unauthorized behavior.
- **Advice:** Students should direct any query during the examination only to the Invigilator, if they face difficulties understanding material.
- **Promote Honesty:** Remind students of their ethical obligations and the importance of honest behavior.

II. Strategies for Students to Uphold Integrity

- **Preparation:** Proper study and preparation can reduce anxiety, which is often a motivator for dishonest behavior.
- **Time Management:** Breaking study material into manageable sections and starting early can reduce the pressure to cheat.
- **Understanding Rules:** List of resources that are permitted and Exam Hall decorum.

III. Failure to Uphold Integrity

In the event of found in breach or compromise of the above-mentioned regulations, the following process will apply.

1. Evidence will be gathered and retained with the invigilator.
2. The students will be allowed to complete the SA paper.
3. The invigilator will attach evidence / inform the Phase Head and Examination Officer about the breach.
4. At the end of the examination, the Answer sheet and evidence will be retained by the Phase Head.





5. The Subject teacher will email the concerned parent regarding the breach via email.
6. The student will not be awarded any marks/score in the Subject.

IV. Absenteeism during the Summative Examination, please note the following

If a student does not appear for a Summative Examination on account of illness, the following process applies accordingly:

- a. **Medical Certificate of Absence** - Only medical reason - supported by an authorised medical certificate - will be considered as a valid reason for absenteeism from a Summative Assessment for which Average marks will be awarded, based on performance in Term 1 Summative and Term 3 Formative (**Doctor visit notes / Prescriptions will not be accepted as medical leave**). The average mark received in the subject will be recorded in the Report Card for Term 3 Summative.
- b. **An email from a parent - without a medical certificate - will not be accepted as a reason for absence in case of illness**; the student will not be awarded any marks. The decision for promotion to the next year will be pending.
- c. **Any other reason**: A decision will be made depending on the reason and will follow the protocol based on Emergency Leave.
- d. **Uninformed Leave** - The student, in this case, will not be awarded any marks. The decision for promotion to the next year will be pending.

V. RETEST

If a student fails to achieve the PASS mark, the following process applies accordingly:

- a. If a student fails to achieve the PASS mark in 2 subjects, he/she will be entitled to a Retest.
- b. Parents and the student will be called for a meeting to view the paper and sign the Retest Form in June. They will also be informed about the Retest date/s before the school closes for the summer break.
- c. The Retest paper will bear the same weightage of marks as the Summative Examination paper
- d. The Retests will not be postponed or preponed, and the student is expected to be present on the scheduled day and time.
- e. A student sitting the Retest will not be allowed to resume school until the results of the retest are declared.
- f. Retests only apply to Assessments in the final term (Term 3).

Promotion to the Next Academic Year

Promotion to the next academic year is a critical decision based on a student's overall academic performance, conduct, and fulfillment of school requirements.

In cases where a student does not meet the minimum required standards, the school reserves the right to detain the student in the current grade, in accordance with the following academic policies and guidelines.

- a. Summative Assessment papers will be provided to students after Term 1 and Term 3 examinations post marking.
- b. The maximum grace marks given to a student is 5 for each subject; each student can receive up to 15 marks only, as grace.
- c. **Years 7 & 8:** If a student does not achieve a PASS mark in three or more subjects, promotion to the next academic year will be determined in consultation with the Head of School and the Phase Head.
- d. **Years 9 & 10:** If a student does not achieve a PASS mark in two or more subjects, promotion to the next academic year will be determined in consultation with the Head of School and the Phase Head.
- e. The final decision regarding Promotion to the next academic year, rests with the school.

