

ASSESSMENT POLICY

Policy Owner	SLT
Approved by	Ms Sapna Changrani (Head of School)
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1. RATIONALE

At Dubai Scholars Private School we believe that assessment provides 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.

At DS, assessment data does not merely record what a student knows; it actively drives differentiation, targeted intervention, and personalised learning pathways across all phases and year groups.

This policy supports the vision, mission and values of DS through best practices in assessment aligned with international standards.

2. 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 Private School, and to ensure that assessment data is systematically used to inform adaptive teaching strategies that meet the diverse needs of every learner.

3. VALUE AND SIGNIFICANCE

- Collect information from a variety of sources to measure each child's attainment of curriculum outcomes.
- Provide targeted feedback that assists children in improving skills, content and knowledge.
- Drive adaptive teaching decisions — ensuring that every teacher uses assessment evidence to modify the pace, depth, grouping, and resources of their lessons.
- Enable early identification of students who require intervention, enrichment, or specialist support.
- Inform whole-school improvement planning, self-evaluation, and DSIB inspection readiness.

4. AIMS AND OBJECTIVES

- To raise the standards of achievement throughout the school.
- To maintain accurate records of the progress and attainment of individual children 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 — the cornerstone of Adaptive Teaching.
- To provide regular information to parents that enables them to support their child's learning.
- To provide information that allows school leaders and the governing body to make judgements about the effectiveness of the school and to evaluate performance against its own previous attainment over time and against national and international standards.

5. ASSESSMENT

In response to assessment evidence about individual and group learning needs there is a systematic adjust of instruction – in real time and over planned cycles. The diagram below summarises the core cycle:

1. ASSESS — Use formative or summative evidence to understand where each learner is.
2. ANALYSE — Identify gaps, misconceptions, and areas of strength at individual and cohort level.
3. ADAPT — Adjust lesson planning, grouping, resources, scaffolds, and pace accordingly.
4. ACT — Implement targeted support, intervention, or extension in the next lesson or unit.
5. REVIEW — Reassess to evaluate the impact of the adaptations made.

Assessment data — whether from daily formative checks, termly summatives, or external standardised tests — feeds directly into Adaptive Teaching decisions at every phase. Teachers are expected to:

- Use formative assessment findings to flexibly regroup students within lessons.
- Plan "pre-teaching" sessions or intervention groups based on diagnostic and summative data.
- Adjust the complexity of tasks, questioning, and scaffolding in response to ongoing assessment.
- Record and share adaptive teaching responses in lesson plans and phase team meetings.
- Track the impact of adaptations through subsequent formative checks and progress data.

Heads of Department and Phase Heads review assessment data at least once per term to drive whole-phase adaptive planning. The Head of Assessments and Data coordinates the analysis and disseminates insights to support evidence-informed teaching across all year groups.

6. TERM STRUCTURE

Assessments at Dubai Scholars are conducted across three terms:

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

PHASE: EARLY YEARS FOUNDATION STAGE (EYFS)

7. EYFS — RATIONALE FOR ASSESSMENT

Assessments play a fundamental role in helping the Foundation Stage recognise children's progress, understand their needs, plan activities, and identify the need for support. Given the age and developmental stage of EYFS learners, assessment is primarily play-based and observational. It directly informs adaptive teaching by ensuring each child's unique starting point and trajectory are understood and responded to.

7.1 PHILOSOPHY: ASSESSMENT IN THE EARLY YEARS

The school uses a range of tools to assess children, with a strong emphasis on ongoing formative assessment to inform teaching on a regular basis. Practitioners interact with and observe children to understand their achievement, interests, and learning needs, and use this information to continuously shape the educational experiences for each child — a core principle of Adaptive Teaching in EYFS.

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

7.2 TYPES OF ASSESSMENT IN EYFS

Formative Assessment (Continuous / Day-to-Day)

Purpose: To inform teaching in real time and adapt provision to individual needs.

Examples: Practitioner observations (planned and incidental), learning stories, annotated photographs, video clips, children's self-initiated play records, conversations and questioning during continuous provision, tapestry / learning journey entries.

Frequency: Daily and ongoing throughout all three terms.

Observation data is reviewed in weekly team planning meetings to adjust next week's provision, activities, enhancements, and adult interactions.

Summative / Profile Assessment (Periodic)

Purpose: To summarise cumulative learning and development at key points.

Examples: EYFS Profile judgements against the 17 Early Learning Goals (ELGs), end-of-year EYFS Profile completion, Progress Check at Age Two (where applicable), transition documents to Year 1.

Frequency: Ongoing judgements; formal EYFS Profile completed in the final term of the year a child turns 5.

Profile data identifies children working below expected levels and informs targeted support plans and transition planning for Year 1.

Diagnostic Assessment

Purpose: To identify specific developmental gaps or areas of concern.

Examples: Targeted observational assessments using Development Matters milestones, SEND referral checklists, speech and language screening tools, baseline entry assessments for new starters.

Diagnostic findings trigger individualised support plans, additional adult attention during provision, or referral to external specialists.

7.3 EVIDENCE SOURCES FOR EYFS ASSESSMENT

Throughout the year EYFS Practitioners collect and collate materials, observational records and information within each child's Learning Journey. Profile judgements are made on the basis of cumulative evidence recorded over the year. Evidence includes:

- Knowledge of the child from daily interactions and relationships.
- Photographs of children engaged in activities and play.
- Written and/or drawn evidence produced by the child.
- Planned and unplanned observations of day-to-day interactions.
- Video, audio, or electronic recordings.
- The child's own view of their learning.
- Information from parents or other relevant adults.

7.4 CHARACTERISTICS OF EFFECTIVE LEARNING

The school assesses each child and provides a commentary describing each child's skills and abilities against the three Characteristics of Effective Learning:

- Playing and Exploring — engagement, finding out and exploring, playing with what they know, being willing to have a go.
- Active Learning — motivation, being involved and concentrating, keeping on trying, enjoying achieving what they set out to do.
- Creating and Thinking Critically — thinking, having their own ideas, making links, choosing ways to do things.

Assessment of the Characteristics of Effective Learning is used to adapt the learning environment, adult interactions, and the balance of child-initiated and adult-led activities to best support each child.

7.5 EYFS PROGRESS LEVELS

Curriculum Attainment Level	Description
Below	Not yet reaching expected levels
Meeting	Meeting but not yet secure at expected levels
Secure	Meeting and secure at the expected levels
Working in Depth	Exceeding expected levels

7.6 EARLY YEARS FOUNDATION STAGE PROFILE (EYFSP)

To summarise and describe each child's learning and development at the end of the EYFS, the school completes an EYFSP for every child. In the final term of the year in which the child reaches age five, the EYFS Profile is completed. The Profile provides parents, 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; discussions with parents; and any other adult contributions. Each child's level of development is assessed against the Early Learning Goals

throughout the year using the progress levels above. The teacher shares the results of the EYFS Profile with parents.

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

7.7 PARENTAL PARTNERSHIP

Accurate assessment in EYFS requires a two-way flow of information between school and home. The school ensures that processes are in place to consult parents about their child's development and achievement at home. Parents contribute and are invited to share observations from home, and receive regular updates via Toddle.

PHASE: PRIMARY (Year 1 to Year 6)

8. PRIMARY — ASSESSMENT OVERVIEW

In Primary, a combination of diagnostic, formative, and summative assessments is carried out across three terms. Together, these assessments provide a comprehensive picture of each child's attainment and progress, and form the primary evidence base for Adaptive Teaching decisions by class teachers and the phase leadership team.

8.1 BASELINE (DIAGNOSTIC) ASSESSMENT

To understand each child's different abilities including their strengths and needs, a diagnostic Baseline Assessment is carried out at the start of the year. Questions are framed based on the previous year's knowledge and skills, taking into account differentiated levels. These tests help teachers ascertain each child's starting point so as to set individual targets for the academic year. Targets are revised as appropriate if a child performs significantly above or below expectation.

Baseline Assessment — Examples and Adaptive Teaching Link

Examples: Written baseline tasks in English and Mathematics; teacher-observed practical tasks; Reading and numeracy screeners; prior-year attainment data review; GL Progress Test data from the previous year.

Baseline data is analysed in the first two weeks of term to form initial teaching groups, identify early intervention needs, set individual stretch targets, and inform the first medium-term plan.

8.2 FORMATIVE ASSESSMENT — 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. Formative assessment is the most direct driver of Adaptive Teaching: evidence gathered within and between lessons is used to adjust instruction immediately and in subsequent sessions.

Students engage in peer and self-assessment at the end of topics and units. Formative assessments are used to:

- Identify children's strengths and gaps in skills and knowledge.
- Identify the next steps for learning.
- Inform future planning — including adaptive adjustments to pace, resources, and grouping.
- Enable appropriate teaching 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.
- Identify individuals and groups for specific intervention support or enrichment.

Formative Assessment — Types and Examples (Primary)

Daily Classroom Methods: Exit tickets, mini-whiteboards, cold calling, think-pair-share, thumbs up/down/sideways, targeted questioning.

Written Tasks: Marked classwork and homework with written WWW (What Went Well) and EBI (Even Better If) feedback; annotated drafts.

Observations: Teacher observation sheets, anecdotal notes, reading running records.

Quizzes and Online Tools: Low-stakes topic quizzes (Kahoot, Quizziz, Socrative); Toddle embedded formative tasks.

Projects and Presentations: Cross-curricular projects; oral presentations with rubric-based feedback.

Peer and Self-Assessment: Structured self-reflection using learning objectives; peer marking with agreed criteria (Years 2–6).

Formative findings are used to plan next-day warm-up activities, same-week small-group sessions, and to adjust the following week's plans.

8.3 SUMMATIVE ASSESSMENT — ASSESSMENT OF LEARNING (AOL)

Summative assessments inform both parents and teachers of a child's attainment at a given point in time. They also inform whole-school target setting and prediction of future cohort attainment. Summative data is reviewed by phase leadership after each assessment window to identify trends and inform Adaptive Teaching planning for the following term.

Summative assessments:

- Identify attainment through 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 data against which the school will be judged.
- Ensure statutory requirements according to the National Curriculum of England at the end of KS1 (Year 2) and KS2 (Year 6).
- Provide information about cohort areas of strength and weakness to build from in future terms and years.

Summative Assessment — Types and Examples (Primary)

End-of-Term Examinations: Written papers in all subjects for Years 5 and 6 in Terms 1 and 3; for Years 2 to 4 at the end of Term 3.

Year 1 Progress Tracker: Standardised tracker aligned to National Curriculum goals (no formal summative examination).

GL Progress Tests: External standardised assessments in English (Reading) and Mathematics for Years 1 to 6, and Science (for Years 3 to 6); conducted once a year in Term 3; contribute 10% to final examination marks for Years 4–6.

Attendance impact on Assessments: Contribute 5% of the total years attendance to the End of Term Exam

CAT4 (Cognitive Abilities Test): Administered to targeted year groups to provide a cognitive baseline independent of curriculum content.

ABT / ISBT / UAE Benchmark Tests: Arabic, Islamic Education, and UAE National benchmarks conducted in Term 3.

Post-Summative data analysis is used to restructure teaching groups, commission intervention programmes, and adjust subsequent medium-term plans.

8.4 TRACKING KEYS AND PROGRESS BANDS — PRIMARY

Tracking Key — Formative Assessments, Years 1–6 (Arabic, Islamic Education and Moral Social Cultural Studies):

Curriculum Attainment Level	Curriculum Level
Very Weak	1
Weak	2
Acceptable	3
Good	4
Very Good	5
Outstanding	6

Tracking Key in Formative Assessments — Years 1–6:

Curriculum Attainment Level	Curriculum Level
Well Below Expected	1
Just Below Expected	2
Expected	3
Just Above Expected	4
Exceeding	5
Above Exceeding	6

Grading Key — Summative Assessments, Years 1–6 (Arabic, Islamic Education and Moral Social Cultural Studies):

Level	Grade	Mark Range
Very Weak	1	0 – 29
Weak	2	30 – 49
Acceptable	3	50 – 69
Good	4	70 – 80

Level	Grade	Mark Range
Very Good	5	81 – 94
Outstanding	6	95 – 100

Note: Moral Social Cultural Studies is not assessed in Year 1.

Grading and Tracking Key — Summative Assessments, Years 2–6:

Curriculum Progress Level	Mark Threshold	Grading Band	Broad NC Level
Well Below Expected	0 – 19	1	Emerging
Well Below Expected	20 – 29	2	Emerging
Just Below Expected	30 – 39	3	Emerging
Just Below Expected	40 – 49	4	Emerging
Expected	50 – 59	5	Expected
Just Above Expected	60 – 69	6	Expected
Exceeding	70 – 79	7	Exceeding
Exceeding	80 – 89	8	Exceeding
Above Exceeding	90 – 100	9	Exceeding

PHASE: SECONDARY (Year 7 to Year 11)

9. SECONDARY — ASSESSMENT OVERVIEW

In Secondary, assessment is closely aligned to the demands of the IGCSE pathway, while also supporting the school's commitment to Adaptive Teaching. Formative and summative assessments together provide teachers with the evidence needed to modify instruction, intervene early, and prepare students effectively for external examinations.

9.1 FORMATIVE ASSESSMENT — ASSESSMENT FOR LEARNING (AFL)

Formative assessment in Secondary is integrated into the daily learning process. It provides teachers and students with information about how learning is progressing, enables timely and specific feedback, scaffolds next steps, and supports the differentiation of instruction in response to students' needs. Students use formative evidence to monitor their own progress, reflect, and make adjustments to their learning.

Secondary Formative Assessment — Types and Examples

MARKED Formative Assessments:

- Notebook work — assessed 3 times per term using a rubric; evidence of self-assessment (2 per term) and peer assessment (2 per term) required.
- Projects — conducted in class, any 2 terms; clear instructions and rubric available; planned 2 weeks in advance.
- Oral Presentations — conducted in class, any 2 terms; group or individual; planned 2 weeks in advance.
- External: NGRT (New Group Reading Test) Forms A, B & C — passage comprehension used as Formative Assessment for Reading (English only) across Terms 1, 2, and 3.

UNMARKED Formative Assessments:

- Quick Assessments (QAs), exit slips, group work, teacher observation.
- Evidence recorded via teacher notes, AFL Excel sheets, lesson plan annotations, Badge of Honour.

Marking Criteria for all Marked FAs: Rubrics, written feedback, next steps, follow-up on feedback, teacher observation notes.

Formative data is reviewed weekly by subject teachers to re-group students, adjust lesson pacing, set targeted homework, and plan small-group intervention or extension sessions.

9.2 SUMMATIVE ASSESSMENT — INTERNAL (YEARS 7–10)

Internal summative assessments occur at the end of Terms 1 and 3 to provide a final grade as a measure of attainment. They track students' progress over time, provide a measure of accountability, and directly inform the following term's Adaptive Teaching planning.

Used by teachers to:

- Make judgements about the quality and quantity of student learning.
- Evaluate and refine teaching approaches.
- Motivate students to prepare and improve performance.
- Deepen understanding of the curriculum and adjust unit sequencing.

Secondary Internal Summative Assessment — Examples

End-of-Term Examinations (Terms 1 & 3): Written papers across all subjects; marked against the internal grading scale – including Project Based Assessments where applicable.

Attendance impact on Assessments: Contribute 5% of the total years attendance to the End of Term Exam

GL Progress Tests (Years 7–10): External standardised assessments in English (Reading), Mathematics, and Science; conducted annually in Term 3; contribute 10% to final examination marks.

CAT4: Cognitive Abilities Test administered to targeted year groups to provide a curriculum-free baseline for setting expectations and identifying underperformance relative to potential.

NGRT A, B & C: New Group Reading Test used as summative data for English Reading attainment in all three terms.

Post-summative data analysis drives regrouping decisions, revision programme design, and identification of students at risk of underachievement ahead of IGCSE.

9.3 SUMMATIVE ASSESSMENT — EXTERNAL (YEAR 11)

Year 11 students sit external examinations as part of their IGCSE / GCSE qualification route. The following examination boards are used:

CAIE (Cambridge Assessment International Education) — Year 11

English Language, ICT – Information and Communication Technology, Environmental Management (EM), Modern Foreign Language – Hindi (as Second Language, Optional).

Edexcel — Year 11 (IGCSE)

Mathematics, Science: Physics / Chemistry / Biology, Commerce: Business / Accounting / Economics, Islamic Education (Optional), Modern Foreign Languages: French & Arabic (B) (Optional), Humanities – History.

GCSE — Year 11

Psychology.

9.4 INTERNAL GRADING KEY — YEARS 7 TO 11

Curriculum Progress Level	Mark Threshold	Grading Band
Well Below Expected	0 – 19	1
Well Below Expected	20 – 29	2
Below Expected	30 – 39	3
Just Below Expected	40 – 49	4
Expected	50 – 59	5

Curriculum Progress Level	Mark Threshold	Grading Band
Just Above Expected	60 – 69	6
Exceeding	70 – 74	7
Exceeding	75 – 84	8
Above Exceeding	85 – 100	9

Grading Key — Ministry Subjects (Arabic, Islamic Education, Moral Social Cultural Studies) — Years 7 & 8:

Level	Grade	Mark Range
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 Key — Arabic and Moral Social Cultural Studies — Years 9 & 10:

Level	Grade	Mark Range
Very Weak	1	0 – 29
Weak	2	30 – 59
Acceptable	3	60 – 69
Good	4	70 – 80
Very Good	5	81 – 94
Outstanding	6	95 – 100

PHASE: POST 16 (SIXTH FORM)

10. POST 16 — ASSESSMENT OVERVIEW

Students in Years 12 and 13 follow International AS and A Level programmes. Assessment in Post 16 is designed to develop independent, exam-ready learners while maintaining the school's commitment to ensuring that internal assessment evidence is rigorously analysed and acted upon to maximise each student's examination performance.

10.1 FORMATIVE ASSESSMENT IN POST 16

Formative assessment in the Sixth Form is embedded in regular classroom practice and is more self-directed than in earlier phases, reflecting the increased independence expected at this level. It serves as a continuous feedback loop between teacher and student and is a key driver of adaptive support.

Post 16 Formative Assessment — Types and Examples

Past Paper Practice: Timed practice questions and full papers under exam conditions, reviewed with written examiner-style feedback.

Mark Scheme Discussions: Students self-mark using official or teacher-produced mark schemes and reflect on gaps.

Essay and Extended Writing: Subject-specific written responses marked against A Level criteria with annotated feedback.

Oral and Seminar Discussions: Teacher-assessed contributions to class seminars, debates, and case study discussions.

Structured Self-Assessment: Students complete periodic self-evaluation grids aligned to AS/A Level grade descriptors.

Peer Review: Structured peer critique of essays, presentations, and laboratory reports.

Teacher Observation: Recorded notes on individual engagement, misconceptions, and progression during lessons.

Formative evidence is reviewed in fortnightly HoD-level data discussions to identify students who require additional guided sessions, subject-specific intervention, or university application support.

10.2 SUMMATIVE ASSESSMENT — INTERNAL (YEARS 12–13)

Internal summative assessments are conducted at the end of Terms 1 and 2. They serve as a formal measure of attainment and examination readiness, and are used to generate predicted grades for university applications (UCAS/UAE institutions) and to identify students requiring targeted intervention before external examinations.

Post 16 Internal Summative Assessment — Examples

End-of-Term Examinations: Full-syllabus papers (Terms 1 and 2) under formal examination conditions, marked against the internal Post 16 grading scale.

Unit/Module Tests: Shorter assessments covering discrete units of the AS/A Level specification.

Coursework and Practical Assessments: Where required by the specification (e.g., Science practicals, Media Studies production coursework).

Mock Examinations: Full-length mock papers carried out paperwise in the two terms to simulate external

examination conditions and inform predicted grades.

Internal results are used to adjust contact-time focus, set personalised revision programmes, schedule one-to-one academic mentoring, and re-sequence remaining syllabus content.

10.3 EXTERNAL QUALIFYING ASSESSMENT — YEARS 12–13

Students in Years 12 and 13 sit external qualifying examinations leading to internationally recognised qualifications:

CAIE (Cambridge Assessment International Education) — Years 12 & 13

English Language, IT – Information Technology, Computer Science, Media Studies.

Edexcel (IAL — International Advanced Level) — Years 12 & 13

Pure Mathematics / Mechanics / Statistics, Science: Physics / Chemistry / Biology, Commerce: Business / Accounting / Economics, Islamic Education (Optional), Modern Foreign Languages: French & Arabic (B) (Optional).

GCSE / Other — Years 12 & 13

Psychology (Years 12 & 13).

Modern Foreign Language – Hindi (as a Second Language) — Optional.

10.4 INTERNAL GRADING KEY — POST 16

To support consistent monitoring of student attainment and progress, Dubai Scholars Private School utilises an internally standardised grading scale for AS and A Level courses.

Important Notes on Post 16 Internal Grading

Heads of the Department are responsible for ensuring that internal assessments are appropriately standardised, moderated, and aligned to examination specifications.

Grade boundaries are reviewed annually against published examination board standards and internal moderation processes. These are then set up subject wise and shared with students at the beginning of an academic year to sustain rigour and relevance.

Where appropriate, internal attainment data will be considered alongside standardised assessment information, prior attainment, teacher professional judgement, and ongoing classroom evidence to provide a holistic view of student performance.

11. STANDARDISED TESTING — PRIMARY AND SECONDARY

In addition to internal formative and summative assessments, Dubai Scholars administers a suite of standardised external assessments to provide third-party benchmarking data. This data is used to set aspirational targets, monitor progress against international norms, and fulfil the KHDA's UAE National Agenda Parameter requirements.

Assessment	Details
CAT4 — Cognitive Ability Test	4 batteries: Verbal, Quantitative, Non-Verbal & Spatial. Administered to targeted year groups. Provides a curriculum-free measure of cognitive reasoning potential.
GL Progress Tests — English, Mathematics, Science	Conducted once a year in Term 3 for Years 1–10. Contributes 10% to final examination marks in each respective subject from Year 4 to Year 10.
NGRT (New Group Reading Test) — Forms A, B & C	Conducted thrice in the year.
PASS	Pupils attitude towards school survey – Conducted for Year 2 to Year 10
ABT — Arabic Benchmark Test	Baseline conducted in Term 1 – End of year summative conducted in Term 3. (Year 2 to Year 10)
ISBT — Islamic Studies Benchmark Test	Baseline conducted in Term 1 – End of year summative conducted in Term 3. (Year 2 to Year 8)
UAE Benchmark Test	National benchmark assessment (applicable only in Secondary)

Purpose of Standardised Testing

Provides insight into students' abilities and potential for learning, identifying strengths and weaknesses on skills and concepts.

Enables monitoring of progress in meeting individual UAE National Agenda targets.

Standardised results are cross-referenced with internal assessment data to identify students whose performance deviates significantly from cognitive potential.

12. ACADEMIC INTEGRITY AND GUIDELINES FOR SUMMATIVE ASSESSMENTS

Upholding honesty during summative assessments is crucial for accurately measuring each student's learning and identifying the next steps for academic progress. The following guidelines apply to all formal internal summative examinations.

12.1 EXAMINATION CONDUCT

Special seating arrangements are in place during all formal examinations. There is zero tolerance for any form of academic misconduct.

Students will not be graded if found:

- In possession of unauthorised materials (slips, notes) during the examination.
- With writing on their body, instruments, or on any other permitted resource.
- With mobile devices (switched on or off) in the examination hall.
- Copying answers from other students.
- Signalling, passing material, or disturbing other students.

Students must ensure that they do not carry any restricted material into the examination hall. During the 15 minutes before the examination begins, students will be permitted to use the washroom. After that point, no student will be allowed to leave the hall before the lapse of 1 hour from commencement.

12.2 PERMITTED RESOURCES IN SUMMATIVE EXAMINATIONS

- 2 or 3 pens (preferably black gel or ball point, Years 7–8; black gel or ball point only for Years 9–10).
- Scale, 2 pencils, eraser, pencil sharpener.
- Geometry instruments — as required by the subject.
- Calculator — Years 8, 9 and 10 only (specific to accommodations in Year 7).
- Pouch to hold all writing resources.
- Water bottle, if required.

12.3 PROMOTING EXAMINATION INTEGRITY

- Clear Guidelines: Examination rules and consequences of dishonest behaviour are communicated to all students in advance.
- Proctor and Monitor: Examinations are closely supervised by trained invigilators.
- Advice: Students direct all queries during examination to the Invigilator.
- Promote Honesty: Students are regularly reminded of their ethical obligations and the importance of honest behaviour.

12.4 FAILURE TO UPHOLD INTEGRITY

In the event of a breach, the following process applies:

- Evidence is gathered and retained by the invigilator; the student is permitted to complete the paper.
- The invigilator informs the Phase Head and Examination Officer.
- At the end of the examination, the answer sheet and evidence are retained by the Phase Head.
- The subject teacher contacts the parent by email.
- The student will not be awarded any marks in that subject.

12.5 ABSENCE DURING A SUMMATIVE EXAMINATION

Absence Policy for Summative Assessments

Medical Absence (with authorised medical certificate): Average marks based on Term 1 Summative and Term 3 Formative performance will be awarded. Doctor's visit notes or prescriptions are NOT accepted; a formal medical certificate is required.

Parent email only (no medical certificate): The student will not be awarded any marks. Promotion decision is pending.

Any other reason: Decision made on a case-by-case basis following Emergency Leave protocol.

Uninformed Leave: Student will not be awarded any marks. Promotion decision is pending.

13. RETEST POLICY

If a student fails to achieve the pass mark in 2 subjects, they will be entitled to a Retest.

- Parents and the student will be called for a meeting to review 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.
- The Retest paper bears the same weightage of marks as the Summative Examination paper.
- Retests will not be postponed or brought forward; the student is expected to be present on the scheduled day and time.
- A student sitting a Retest will not be allowed to resume school until the results are declared.
- Retests apply only to Term 3 (final term) assessments.

14. 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 fulfilment 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 year group.

- Summative assessment papers are provided to students after Term 1 and Term 3 examinations post-marking.
- The maximum grace marks awarded to a student are 5 marks per subject that does not exceed 15% of the assessment weightage; each student may receive up to 15 grace marks in total.
- Years 7 & 8: If a student does not achieve the 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.
- Years 9 & 10: If a student does not achieve the 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.
- The final decision regarding promotion rests with the school.

15. REPORTING TO PARENTS

Assessment outcomes are reported to parents at regular intervals throughout the year via Toddle. Reports include formative progress indicators, summative grades, attendance components, and next-step comments. Parents can access live assessment data, teacher feedback, and attendance information through the Toddle platform at any time.

- Term Reports are issued at the end of each term.
- Written feedback is shared through notebook work and Toddle, where applicable, after all marked formative assessments.
- Parent–Teacher Consultation Days are held each term to discuss progress and adaptive support plans.
- Standardised test reports (GL, CAT4) are shared with parents and include recommendations for home support.

16. RESPONSIBILITIES

STUDENTS

- Engage actively and honestly in all forms of assessment.
- Act on feedback provided by teachers, peers, and self-assessment in the notebooks and on toddle where applicable.
- Prepare appropriately for summative assessments.
- Maintain academic integrity at all times.

CLASS TEACHERS AND SUBJECT TEACHERS

- Design and deliver formative assessments that provide meaningful, actionable evidence of student learning.
- Use assessment findings to adapt teaching in real time — adjusting explanations, tasks, grouping, and pace.
- Provide timely, specific feedback on all marked work and allow for DIRT.
- Track individual and group progress using agreed school systems and update Toddle accordingly.
- Collaborate with Phase Heads to review summative data and plan adaptive responses.

HEADS OF DEPARTMENT / PHASE HEADS

- Ensure consistency and quality of assessment across their department or phase.
- Lead post-assessment data analysis meetings following each summative window.
- Oversee standardisation and moderation of internal assessments.
- Monitor the quality and frequency of formative assessment practice across their team.
- Ensure adaptive teaching responses to assessment data are planned, implemented, and evaluated.

HEAD OF ASSESSMENTS AND DATA

- Coordinate the collection, analysis, and dissemination of assessment data across all phases.
- Produce whole-school and phase-level data reports to support SLT decision-making.
- Maintain the school's assessment calendar and communicate deadlines to staff.
- Ensure all external assessments (GL, CAT4, ABT, ISBT, NGRT) are administered according to provider guidance.
- Support Heads of Department and Phase Heads with data interpretation and adaptive planning.

HEAD OF SCHOOL

- Hold overall accountability for the quality and consistency of assessment practice across the school.
- Approve this policy and all associated assessment calendars and frameworks.
- Ensure that assessment and Adaptive Teaching are central to the School Improvement Plan and Self-Evaluation Framework.
- Report assessment outcomes to the Board of Governors and KHDA as required.

17. POLICY REVIEW

 **This policy will be reviewed annually, or sooner if required, to reflect operational needs, changes in legislation, or updated guidance from the KHDA.**