

ASSESSMENT POLICY

(Revised in August 2025)



Islamiya English School Abu Dhabi LLC



ASSESSMENT POLICY

INTRODUCTION

Islamiya English School believes that the most effective way of constructing a complete overview of student achievement is in continuously assessing students in their participation in everyday school activities.

Assessment is one of the most important tools for educational improvement as it helps create a culture of using data and evidence to evaluate and enhance the performance of students, staff, and schools.

At IES we believe that assessment is at the heart of effective teaching and learning. When it influences planning and informs teachers and learners, it raises standards and improves outcomes. The aim of assessment at IES is to provide opportunities for all pupils to achieve their cognitive potential and develop a growth mindset.

By assessing, monitoring and evaluating the work as an integral part of planning and delivering a robust and meaningful curriculum, we are ensuring that we achieve this aim.

If assessment is seen as an integral part of teaching, and assessment information is used effectively, pupils will experience a learning environment in which support and challenge enable everyone to make progress in attainment

PURPOSE

Islamiya English School looks for evidence and gaps in evidence of achievement. Quality assessment involves a range of practices; most effective is formative assessment that consists of assessment for learning and assessment as learning. Assessment of learning is summative.

- Define expectations related to assessment: the evaluation, measurement, and analysis of academic readiness, learning progress, skill acquisitions, values/attitudes, and/or educational of students.
- Identify high-quality internal and external assessment methods that use data-driven decision-making processes to inform teaching and learning and raise the level of student achievement.
- Specify the ADEK-mandated external assessments which need to be implemented and used as indicators of student progress and attainment in the Emirate of Abu Dhabi.
- Require that assessment data is analyzed, monitored, and shared with relevant stakeholders.

Policy

1. School Assessment Policy

- 1.1 **Policy Requirements:** Schools shall develop and implement an Assessment Policy which shall be submitted to ADEK for approval. Any changes made thereafter shall be submitted to ADEK for approval prior to implementation.

- 1.2 The policy shall include the following elements:

1. Approaches to utilizing internal and external assessments to continuously improve the effectiveness of teaching and learning and

student educational outcomes.

2. Applicability to all grade levels (Pre-K/FS1 to Grade 12/Year 13).
3. Identification of the assessment methods to be used, appropriate to the age/stage of students.
4. Alignment to quality assurance (inspection, accreditation, affiliation, and/or authorization) standards.
5. Implementation of ADEK-mandated external assessments, including a focus on achieving the school's international assessment targets.
6. Provision of accommodations and modifications of assessments for students with additional learning needs, aligned to their individual needs.
7. Commitment to sustainable assessment practices (e.g., use of digital formats where appropriate, reduction of paper usage, etc.).
8. Fostering a culture of assessment and assessment best practices involving the entire school community by:
 - a. Requiring educators to be aware of the school's assessment goals and targets, attend relevant training, and provide opportunities for students to:
 - Become familiar with different assessment practices and protocols.
 - Practice digital literacy skills.
 - Gain exposure to critical thinking and reasoning skills by embedding them across the curriculum in daily teaching and learning.
 - b. Promoting "assessment-capable learners" by ensuring that students understand what they should learn, monitor their own progress, set goals, and reflect on their learning.
 - c. Motivating students to engage fully throughout the duration of the assessments.
 - d. Engaging parents as active partners in promoting the success of their child on internal and external assessments.
9. Expectation to implement cognitive assessments of the school's choice for students in grades 3-9/years 4-10.
10. Analysis and utilization of internal and external assessment data to develop interventions and plan provision for students with additional learning needs
11. Inclusion of all the areas identified in the remainder of this policy.
12. Approval of the School Assessment Policy by the school's Governing Board.

2. Internal Assessments

- 2.1 **Use of Internal Assessments:** Schools shall implement different forms of internal assessments as required or deemed appropriate according to curriculum, age, purpose, and need, such as those indicated in Table 1. Types of Internal Assessments:

Table 1. Types of Internal Assessments

Type of Assessment	Description
Cognitive	Used to evaluate a student's reasoning and general thinking ability (e.g., to learn, memorize, and judge).
Diagnostic	Used to identify student strengths, weaknesses, knowledge, and skills.
Placement	Used to "place" students into a course or academic program. Placement assessments are administered before a course or program begins to match students with appropriate learning experiences.
Screening	Used to determine whether students need specialized assistance, interventions, or services, or whether they are ready to begin a course or academic program. Screening assessments take a wide variety of forms (e.g., developmental, physical, cognitive, or academic).
Pre-assessments	Used to establish a baseline against which educators measure learning progress over the duration of a course or program. Pre-assessments are administered before students begin a unit, course, or academic program.
Formative	Used as periodic evaluations to give educators in-process feedback about student learning so that instructional approaches, resources, and academic support can be modified.
Summative	Used to evaluate student learning at the conclusion of a unit, course, term/semester, program, or school year. Summative assessments are typically scored and graded to determine whether students have learned what they were expected to learn during the defined instructional period.

Effective Assessment, recording and reporting will:

Enhance the learning of our pupils:

- Assessment actively involves the pupils in their learning through discussion, provision of information about progress and ensuring pupils are aware of the purposes of teaching.
- Assessment motivates the pupils through success/achievement.

- Assessment highlights strengths and areas for development together with strategies to manage them.
- Assessment provides reliable and credible information to support continuity and progression in the learning process.
- Assessment provides valid information to assist with setting individual student targets.

Aid teachers in evaluating their teaching:

- Assessment indicates strengths and areas for development in the teaching programme (content)
- Assessment indicates the next steps in the teaching programme.
- Assessment indicates strengths and areas for development in teaching styles and strategies (method and process)
- Assessment identifies pupils who require support or extension

Provide information for:

- Pupils
- Staff
- Parents
- Assisting transfer to the next class and the next school
- Referral to outside agencies
- The school self-evaluation process

IES USES ASSESSMENT TO:

- Establish a Baseline/Diagnostic test for all individual students.
- Generate data to support analysis in order to:
- Include in the School Development Plan
- Monitor student progression.
- Discover Teaching strengths and areas of further development
- Discover strengths and areas of further development of current student group.
- Identify and plan for students with SEN and/or who are gifted and talented
- Identify and plan for the student who are under performing.
- Effective planning for both individual students and class groups.
- Report accurately and relevantly on individual student progress to parents through individual consultation, reports and individual portfolios.

COLLECTION OF EVIDENCE OF INDIVIDUAL STUDENT PROGRESSION:

At IES, all class teachers within departments will be responsible for the collection and storage of relevant information in individual portfolios to:

- Give an accurate account of the development and learning of individual students.
- Teach individual students to understand their learning styles and their achievements.
- Pinpoint strengths and areas needing development in individual students.
- Assist in planning the next steps required for continuous learning.

Types of Assessments

Assessment for Learning (Formative Assessment)

Helps to identify the next steps needed to make progress. It takes account of a student's strengths as well as areas for development. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Formative assessment is fundamental in any quality classroom because research has consistently shown that teacher/student feedback has the greatest impact on student outcomes. The most impactful feedback is that given by the student to the teacher. This allows the teacher to adapt their approach to meet the needs of the pupils. Formative assessment engages pupils in the continuous loop of reflective improvement and enables teaching to be continually responsive to student needs.

Quality first teaching embraces an approach towards assessment which is manifest in every student teacher interaction and which penetrates all learning, not just planned activities or tasks. Embedding assessment in the classroom has five key strategies, which are united by the philosophy, that evidence of pupils' learning should always be used to adapt teaching and learning to meet pupils' needs. Therefore, if the evidence gained is not changing practice, formative assessment is not taking place.

Five Strategies for Formative Assessment:

- Clarifying, understanding, and sharing learning intentions.
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning.
- Providing feedback that moves learners forward.
- Activating pupils as learning resources for one another.
- Activating pupils as owners of their own learning

These strategies define the territory of assessment for learning. However, quality assessment in action still requires teachers to adapt techniques to make them work in varied contexts while ensuring that they are grounded in deep cognitive principles about learning.

Specific Requirements for Formative Assessments: A school's Assessment Policy shall include specific requirements on formative assessments with guidelines for educators on:

1. Carrying out regular, continuous assessments of all students.
2. Sharing learning outcomes with students and parents in addition to the assessment criteria used to evaluate the student's work.
3. Creating opportunities for peer and self-assessment to enable students to think critically and met cognitively about their own work in relation to success criteria and next steps for learning.
4. Ensuring instructional planning includes a variety of means to assess student progress (e.g., observation, questioning, classroom discussions, digital quizzes, problem-solving activities, and other learning engagements).

5. Provision of accommodations and modifications for students with additional learning needs to enable the equitable participation of all students.

6. Working with students to help them set challenging learning targets for themselves, monitor their own progress, and continuously improve

Assessment FOR Learning should:

- Be part of effective planning of teaching and learning.
- Focus on how pupils learn.
- Be recognized as central to classroom practice.
- Be regarded as a key professional's skill for teachers.
- Be sensitive and constructive because pupils learn better when they feel safe and secure.
- Take account of the importance of learner motivation.
- Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
- Ensure learners receive constructive guidance about how to improve and are given the opportunity to do so.
- Develop learners' capacity for self-assessment so that they can become reflective and self-managing.
- Recognize the full range of achievements of all learners.

IN-SCHOOL FORMATIVE ASSESSMENT:

Effective in-school formative assessment enables:

Teachers to identify how pupils are performing on a continuous basis and to use this information to provide appropriate support or extension;

- Evaluate teaching and plan future lessons
- To measure their knowledge and understanding against learning objectives and;
- Identify areas in which they need to improve.
- Parents to gain a broad picture of where their child's strengths and weaknesses are and what they need to do to improve.

We do this by:

- Using the school's feedback policy in lessons.
- Pupils self-assessing against success criteria
- Pupils being aware of their targets
- Gap Analysis
- Moderation within Class groups
- Observations recorded

Specific Requirements for Summative Assessments: The school's Assessment Policy shall include specific requirements on summative assessments with guidelines for educators on:

1. Assessing student progress through a variety of methods, including selected/constructed response and performance tasks and project-based assessment aligned to the school's curriculum standards.

2. Adapting assessments to cater to students with different abilities, including appropriate accommodations and modifications for students with additional learning needs aligned to their individual needs.
3. Analysis and use of the results of assessments to inform teaching and learning.
4. Examples of rubrics and/or grading criteria used.
5. Moderation protocols and a commitment to ensuring grading consistency.
6. Invigilation protocols and a commitment to ensuring assessment integrity.

Assessment OF Learning (Summative Assessment)

Is associated more with judgments based on age-related expectations in line with testing records and recorded to inform parents of attainment and progress.

Assessment OF learning should:

- Provide information to support teaching and learning.
- Provide summative judgments about what has been learned at a specific point in time.
- Provide information to track progress and measure past performance.
- Inform the target setting process.
- Be sensitive and constructive because any assessment has an emotional impact
- Show what pupils can do without support.
- Provide clear information which can be used to evaluate teaching and learning.

IN-SCHOOL SUMMATIVE ASSESSMENT:

Effective in-school summative assessment enables:

1. School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;
2. Teachers to evaluate learning at the end of a unit, or period, and the impact of their own teaching;
3. Pupils to understand how well they have learned and understood a topic, or course of work, taught over a period of time.

It should be used to provide feedback on how they can improve. Parents to stay informed about the achievement, progress and wider outcomes of their child across a period of time.

IES's summative assessments:

- Continuous assessments
- Termly assessments (Grades 4-12);
- International Bench mark test (IBT, PTE, PTM, PTS);
- IGCSE mock examinations (Grade 10)
- AS and A-Level mock examinations (Grade 11 and 12), MOE Arabic & Tarbia Islamia Grade XII
- Regular phonic assessments
- End of year assessments, mock examinations and formal external examinations

Assessment AS Learning

This occurs when pupils reflect on and monitor their progress to inform their future learning goals.

Diagnostic Assessment enables learning difficulties to be scrutinized and classified so that appropriate support, challenge and strategies can be provided. This type of assessment also ensures teachers can identify misconceptions and address them with pupils.

QUALITY ASSURANCE MECHANISMS

IES adopts and implements a rigorous quality assurance process for internal assessments including regular reviews of assessment types, moderation of marking to ensure consistency and fairness, and calibration sessions to align their assessment practices with established standards and expectations to ensure validity and reliability.

External Assessments

Use of External Assessments: Schools shall implement different forms of external assessments as required or deemed appropriate according to curriculum, grade, purpose, and need, such as those indicated in Table 2. Types of External Assessments

Table 2. Types of External Assessments

Type of Assessment	Description
Standardized Benchmark Assessments (SBA)	Assessments (e.g., ACER-IBT, Ei-ASSET, GL-PTs, NWEA-MAP Growth) developed by an external assessment provider that are administered annually and used to determine student attainment and progress. These are mandated based on curriculum.
International Assessments	Assessments (e.g., PISA, TIMSS, and PIRLS) developed by external assessment providers administered periodically that are used to compare student performance nationally and internationally.
Board exams (and other pre-collegiate exams)	Formally designed, quality-assured assessments marked by an exam board or independent organization (e.g., ACT, AP, CBSE, EmSAT, IB DP/IB CP, GCSE/IGCSE, AS /A Level, SAT). These are high stakes standardized assessments that validate the completion of a secondary certificate or that are prerequisites for or enhance the prospect of university admissions.

Standardized Assessments run Across IES

The following are part of the ADEK mandated National Agenda requirements which IES will implement.

IES will focus on:

Progression in International Assessments:

IES will focus on performance (in particular pupils' progress) in successive international assessments

Data Analysis and Curricular Adaptation:

IES ensures that data taken from national and international benchmarking tests (IBT, GLPT, TIMSS, PISA and PIRLS) helps inform curriculum adaptation in order to close any gaps in pupil knowledge and/or skills

Improving Reading Skills:

The IES is dedicated to developing the reading skills of pupils to improve their access to the curriculum and assessments (Internal, international, and other).

The use of **MS Teams, Twinkle and Sea Saw App** is a crucial component in supporting the improvement of reading

Standardized Assessment	Details	Grades involved	Timeline
IBT	International Benchmark Test in Arabic, English, Math's, Science and Reasoning skills.	Grades 3 to 10 (those who are interested)	Oct and Nov
GLPT (PTE, PTM and PTS)	GL Progress Test for English, mathematics and science	Grades 3 –9 No PTS in Science for Grade 6	May-June
EMSAT	Emirates Standardized Test	Grade 12 (those who are interested)	Throughout the academic year Jan onwards
PISA	Programme for International Student Assessment	Selection of 15 year olds (Grades 9 and 10, 11)	May (every four years)
PIRLS	Progress in International Reading Literacy Study	Grade 4	Every five years
TIMSS	Trends in International Mathematics and Science Study	Selection of Grades 4 and 8	May (every four years)
IGCSE	IGCSE Cambridge examination board	Grade 10	Summer Term May and June
A Level	GCE AS level, Cambridge examination board GCE A Levels Cambridge Examination board	Grade 11 Grade 12	Summer Term May and June Summer Term May and June

Teacher Assessments

Teacher assessment is based on assessment of a much wider range of evidence than the assessments can cover. During the year teachers gather a detailed picture of children's achievements, building on evidence from previous years. This knowledge helps inform planning and teaching. It forms the basis of teacher assessment, which is a judgment independent of the tests. It covers some areas which are not tested, such as Speaking and Listening, and other areas where the tests only offer limited evidence, such as the range of reading and writing.

- 1) Opportunities for assessment are incorporated in both medium and short-term curriculum planning.

Examples of teacher assessments that we use are:

- 2) Discussions with an individual or group of children
- 3) Observation of a specific task
- 4) Supervision of a group involved in recording their observations, where specific knowledge is required to fulfill criteria e.g. written work/ computation/ drawings etc
- 5) Listening as pupils report their findings and ideas e.g. in a plenary session.
- 6) Each pupils assessed in relation to criteria linked to the milestones from the Early Learning Goals, or from the National Curriculum objectives or examination programmes

of study.

Evidence required for this assessment process is a selection of the following:

- Work in pupils' books
- Samples of work produced specifically for an assessment records of observations/ discussions etc,

INCLUSION

- The principles of this assessment policy apply to all students, including those with special educational needs, disabilities or those categorized as Students of Determination. Assessment is used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention, which will include looking at students GL scores.
- For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account, alongside the nature of pupils' learning difficulties.
- Children/Students who achieve significantly below year expectations, will be highlighted and discussed with the appropriate Inclusion support team member and a provision plan will be created to ensure that progress can be made

TYPES OF ASSESSMENT TO BE USED AT IES			
	BASELINE/DIAGNOSTIC	FORMATIVE	SUMMATIVE
Purpose	<ul style="list-style-type: none">• To identify starting point of learning and development of individual students.• To enable individual progress to be measured from the start of the school year to the completion of each trimester	<ul style="list-style-type: none">• To continue to build up individual profiles of each student's learning and progression.• To inform medium and short term planning	<ul style="list-style-type: none">• To make a judgments about individual student'
Timeline	<ul style="list-style-type: none">• Within first 6 weeks of school	<ul style="list-style-type: none">• Ongoing	<ul style="list-style-type: none">• Point-in-time
Teachers will be responsible for the :	<ul style="list-style-type: none">• Review of all available assessment information• Planning and implementation	<ul style="list-style-type: none">• Keeping of whole-class records.• Continuous documentation of individual student progress.• Using relevant evidence collected to update individual student profiles	<ul style="list-style-type: none">• Use of collected evidence to inform learning outcomes'• Fulfillment of whole school assessment responsibilities including timeline.

The Curriculum:

The subjects taught in the school are English Language, , Arabic, Classical Arabic, Islamic Studies, Tarbia Islamia, Mathematics, Science (Physics, Chemistry, Biology), Social Studies, Ijtimayat, , ICT, Economics, Business Studies, Accounting, Art, Physical Education, Global perspectives and Moral Education.

From Grade VIII the students prepare for the International Cambridge examination, UK (IGCSE). Students appear for the IGCSE Cambridge Examination in Grade X. It is compulsory for the students to appear in all the subjects offered by the school. The maximum number of subjects a student has to take depends on his/ her nationality. Students of IAL Cambridge will appear for exam in Grades XI and XII.

Assessment Schedule

All Assessment dates and time-frames are aligned to the ADEK Assessment Policy, external benchmark providers and are reflected in the Assessment & reporting schedule provided at the beginning of the Academic Year.

The assessment methods used are appropriate to the age/stage of students.

Primary (FS1–Grade 5):

Grades	Assessment	Administered Date	Administered by
FS1	Observational Assessment Arabic, English, Maths, Science, Islamiat , Art and ICT	Ongoing and/or before admission Continuous assessments	Admissions team/ Head of section/Academic coordinator and Class Teachers
	Phonics Screening	Ongoing/ Continuous assessments	Class teachers
FS11	Phonics Screening	Ongoing	Class teachers
	Observational assessment Arabic, Eng, Maths, Science, Islamiat, ICT and Art	Ongoing/ Continuous assessments	Head of Section/Academic Coordinator/ Class Teacher
Grade1	Placement test in Eng, Maths and Science	New Students Before admission April to June	Head of Section/Class Teacher/Academic Coordinator/Exam In charge
	Diagnostic test in Arabic , Eng, Maths and Science	September	Class Teacher
	Formative assessments in Arabic MT (Silsilat salama) Arabic NMT Islamic Education Moral Education Social Studies Eng, Maths, Science, PE, ICT and Art	Ongoing/ Continuous assessments Sept to June	Head of Section/Class Teacher/Academic Coordinator/Exam In charge
Grade 2	Placement test in Eng, Maths and Science	New Students Before admission April to June	Head of section/Class Teacher/Academic coordinator/ Exam In charge
	Diagnostic test in Arabic , Eng, Maths	Sept	Class Teacher

	and Science		
	Formative assessments in Arabic MT (Silsilat salama) Arabic NMT Islamic Education Moral Education Social Studies Eng, Maths, Science, PE, ICT and Art	Ongoing/ Continuous assessments Sept to June	Head of section/Class Teacher/Academic coordinator/Exam In charge
Grade 3	Placement test in Eng, Maths and Science	New Students Before admission April to June	Head of Section/Class Teacher/Academic coordinator/Exam Incharge
	Diagnostic test in Arabic , Eng, Maths and Science	Sept	Class Teacher
	PTM, PTE, PTS IBT	May/June Oct/ Nov	Class Teacher/Academic coordinator/Exam In charge /SLT
	Formative assessments Internal assessments Summative assessments in Arabic MT (Silsilat salama) Arabic NMT Islamic Education Moral Education Social Studies Eng, Maths, Science, PE, ICT and Art	Ongoing/ Continuous assessments Sept to June	Head of Section/ Class Teacher/Academic coordinator/ Exam In charge
Grade 4	Placement test in Eng, Maths and Science	New Students Before admission April to June	Head of section/Subject Coordinator/Class Teacher /Exam In charge
	Diagnostic test in Arabic , Eng, Maths and Science	Sept	Class Teacher
	PTM, PTE, PTS, IBT	May/June Oct/ Nov	Class Teacher/Subject Coordinator/Exams In charge/SLT
	Formative Assessments Internal Assessments Arabic MT/NMT Tarbia Islamia MT/NMT Social Studies Istimaayat Eng , Maths , Science, Art, ICT, Moral Education and Global perspectives. Summative Assessments in all the above subjects.	Internal Assessment Oct, Feb and May Summative Assessments Term Exams 1,2 &3 Dec, March and June	Class Teacher/ Subject Coordinator/Head of Section /Exam In charge

	PIRLS	For every 4 Years	Class Teachers/Subject coordinator/Exam In charge/SLT
	TIMSS	For every 4 years	Class Teachers/Subject coordinator/Exam In charge/SLT
Grade 5	Placement test in Eng, Maths and Science	New Students Before admission April to June	Class Teacher/Subject Coordinator/Head of Section /Exam In charge/SLT
	Diagnostic test in Arabic , Eng, Maths and Science	Sept	Class Teacher
	PTM, PTE, PTS, IBT	May/June Oct/ Nov	Class Teacher/Subject coordinator/Exams Officer/SLT
	Formative Assessments Internal Assessments Arabic MT/NMT Tarbia Islamia MT/NMT Social Studies Ishtimaiyat Eng , Maths , Science, Art, ICT, Moral Education and Global perspectives. Summative Assessments in all the above	Internal Assessment Oct, Feb and May Summative Assessments Term Exams 1,2 & 3 Dec, March and June	Class Teacher/Subject coordinator/Head of Section / Exam In charge

The Weightage for various tests are as under:

- Internal Assessment : 10%
 - I Term : 30%
 - II Term : 30%
 - III Term : 30%
- Total : 100%

School Grading System:

Primary Section:

DARK BLUE	<u>Ex</u>	<u>Ex</u> ceeded by grade level
LIGHT BLUE	<u>E</u>	<u>Ex</u> ceeded
DARK GREEN	<u>M</u>	<u>M</u> astered
LIGHT GREEN	<u>P</u>	<u>P</u> roceeding to mastery
YELLOW	<u>S</u>	<u>S</u> upport needed
RED	<u>N/B</u>	Behind by 2+ years <u>N</u> for KG-1 only

Appendix2-Secondary (Grade6-Grade12):

Year Groups	Assessment	Administered-Date	Administered by
Grade 6	Placement test in Eng, Maths and Science	New Students Before admission April to June	Class Teacher/Head of Sections/ Subject coordinator/Exam In charge
	Diagnostic test in Arabic , Eng, Maths and Science	Sept	Class Teacher
	PTM,PTE IBT	May/June Oct/ Nov	Class Teacher/Head of Section/ Subject Coordinator/Exam In charge/SLT
	Formative Assessments Internal Assessments Arabic MT/NMT Tarbia Islamia MT/NMT Social Studies Ishtimaiyat Eng , Maths , Science, ICT, Moral Education and Global perspectives.	Internal Assessment Oct, Feb and May	Class Teacher/Subject coordinator/Head of Section / Exam In charge
	End of Term Assessments Summative Assessments in all the above subjects	Summative Assessments Term Exams 1,2 &3 Dec, March and June	Class Teacher/Subject coordinator/Head of Section / Exam In charge
Grade 7	Placement test in Eng, Maths and Science	New Students Before admission April to June	Class Teacher/Head of Sections/ Subject coordinator/Exam In charge
	Diagnostic test in Arabic , Eng, Maths and Science	Sept	Class Teacher
	PTM, PTE, PTS IBT	May/June Oct/ Nov	Class Teacher/Head of Section/ Subject Coordinator/Exam In charge/SLT
	Formative Assessments Internal Assessments Arabic MT/NMT Tarbia Islamia MT/NMT Social Studies Ishtimaiyat Eng , Maths , Phy,Chem,Bio, ICT, Moral Education and Global perspectives	Internal Assessment Oct, Feb and May	Class Teacher/Subject coordinator/Head of Section / Exam In charge
	End of Term Assessments Summative Assessments in all the above subject	Summative Assessments Term Exams 1,2 &3 Dec, March and June	Class Teacher/Subject coordinator/Head of Section / Exam In charge

Grade 8	Placement test in Eng, Maths, Phy, Chem, Bio and ICT	New Students Before admission April to June	Class Teacher/Head of Sections/ Subject coordinator/Exam In charge
	Diagnostic test in Arabic , Eng, Maths ,Phy, Chem, and Bio	Sept	Class Teacher
	PTM, PTE, PTS IBT	May/ June Oct/ Nov	Class Teacher/Head of Section/Subject Coordinator/Exam Incharge/SLT
	Formative Assessments Internal Assessments Arabic MT/NMT Tarbia Islamia MT/NMT Social Studies Ishtimaiyat Eng , Maths , Phy,Chem,Bio, ICT, Moral Education and Global perspectives and Economics	Internal Assessment Oct, Feb and May	Class Teacher/Subject coordinator/Head of Section / Exam In charge
	End of Term Assessments Summative Assessments in all the above subjects	Summative Assessments Term Exams 1, 2 & 3 Dec, March and June	Class Teacher/Subject coordinator/Head of Section / Exam In charge
	TIMSS	For every 4 Years	Class Teachers/Subject coordinator/Exam In charge/SLT
Grade 9	Placement test in Eng, Maths, Phy, Chem, Bio and ICT	New Students Before admission April to June	Class Teacher/Head of Sections/Subject coordinator/Exam Incharge
	Diagnostic test in Arabic , Eng, Maths ,Phy, Chem, and Bio	Sept	Class Teacher
	PTM, PTE, PTS IBT	May/June Oct/ Nov	Class Teacher/Head of Section/Subject Coordinator/Exam Incharge/SLT
	Formative Assessments Internal Assessments Arabic MT/NMT Tarbia Islamia MT/NMT Social Studies Ishtimaiyat	Internal Assessment Oct, Feb and May	Class Teacher/Subject coordinator/Head of Section / Exam In charge

	Eng , Maths , Phy,Chem,Bio, ICT, Moral Education , Global perspectives and Economics		
	End of Term Assessments Summative Assessments in all the above subjects	Summative Assessments Term Exams 1,2 &3 Dec, March and June	Class Teacher/Subject coordinator/Head of Section / Exam In charge
Grade 10	Diagnostic test in Arabic , Eng, Maths ,Phy, Chem, and Bio	Sept	Class Teacher
	Internal Assessments End of Term Assessments	Oct and Feb Ongoing	Class Teacher/Subject coordinator
	Mock Exams IBT	January/March and April Oct/ Nov	Exams Officer/SLT
	IGCSEs	June	Exams Officer/SLT
	PISA-15-year olds only	For every 5 years	Class Teachers/Subject coordinator/Exam In charge/SLT
Grade 11	Internal Assessments	Oct and Feb	Class Teacher/Subject coordinator
	End of Term Assessments	Ongoing	Class Teacher/Subject Coordinator
	Mock Exams	January/March and April	Exams Officer/SLT
	AS-Levels	May, June	Exams Officer/SLT
Grade12	End of Term Assessments	Ongoing	Class Teacher/Subject coordinator
	Mock Exams	January/March and April	Exams Officer/SLT
	MOE Subjects Arabic MT/NMT Tarbia Islamia MT/NMT	Every Academic Year. May/June	Arabic and Islamiyat subject coordinators/ Exams Officer/SLT
	A-Levels	May, June	Exams Officer/SLT
	EmSAT Exams	Every Academic Year	Exams Officer/GRE

School Grading System:

Secondary Section:

A ⁺	:	90% and above
A	:	80% - 90%
B	:	70% - 80%
C	:	50% - 60%
U	:	Less than 50%

Minimum pass mark for Tarbia Islamia, Arabic, Ishtimaiyat, UAE Social Studies & Moral education (MOE Subjects) is 60% for MOE Subjects in grades 9, 10, 11 and 12.

It is mandatory for grade 12 students to appear in MOE subjects Arabic (MT/NMT) and Tarbia Islamia (MT/NMT) and the minimum pass mark is 60%.

Pupils scoring 50% in all other subjects are eligible for grading

System of Evaluation:

Regular assessment is made in both the Primary and Secondary Sections through written, oral and Homework assignments. Besides, there are three internal Assessments and three terminal Exams at the end of each term. Promotion at the end of the academic year is granted on the basis of continuous evaluation

ACADEMIC GRADES

In IES the final grades/ marks are solely reflecting student achievement towards standards and learning outcomes, however other components will be reported separately, in line with the ADEK Student Performance Reports Policy.

Training

Training on administering the assessments is provided by SLT, Head of section, ICT coordinator on MS Teams/School website and Exams Officers. Invigilation training is given by the Exams Officer/ SLT/ I/C of Assessment/Exams

Board Exams:

IES registers all eligible students for board exams, as required, to obtain high school equivalency in accordance with the latest UAE ministerial resolution concerning the system of equivalence of school certificates.

1. IES encourage high-performing students to sit for the highest-level options for their board exams.
 - a. Communicates the recommendation to parents and engages with them to encourage students to choose this option.
 - b. Documents the communication, recommendation, and final decisions taken by the student and their parents.
2. Charge parents the fees for board exams for which a student is registered (including an admin fee that covers the processing of documents).

Transparency on Board Exam Fees

a) Schools shall publish, on their website, their board exam fees as per the quotations from the assessment provided (Cambridge International) for that year.

b) Schools may charge an administrative fee in line with the ADEK School Fees Policy.

Study Leaves:

Schools are authorized to grant study leave for students to prepare for Board examinations for a maximum of 4 weeks annually when approved by ADEK. Study leave days shall be marked on the Enterprise Student Information System (eSIS) as online attendance. Schools shall remain open for learning during study leave and shall ensure that adequate support is provided to students who are not taking leave.

Examination Leaves:

Schools are authorized to grant examination leave for Board examinations.

Arabic Language Assessment:

Non-MOE curriculum schools with native Arabic speakers shall additionally administer a standardized assessment of their choice for Arabic. This assessment shall be administered to all students in grades 4-10 who are native Arabic speakers.

ADEK External Assessment Guide Requirements:

The External Assessment Guide provides additional guidance and specific requirements for the implementation of SBAs. Any requirements identified in the External Assessment Guide are an extension of this policy and schools shall ensure compliance to those requirements.

Student Participation: Schools shall register and administer the mandatory assessments to all students within the target grades as indicated in Table 3. Mandatory SBA by Curriculum.

- a. Schools must select their SBA from the list provided in Table 3. Mandatory SBA by Curriculum and obtain ADEK approval.
- b. Schools shall explain to parents the purpose of assessments utilized and how they will be used to inform their child's future learning.
- c. Schools shall follow up with parents to ensure maximum participation in external assessments. Make-up sessions shall take place to cover any emergency leave.
- d. Exemption of a student from external assessments requires ADEK approval.

Administration and Invigilation Protocol:

Schools shall follow the assessment administration and invigilation protocols set by the specific external assessment provider/exam board.

Accommodations and Modifications:

To enable the equitable participation of all students, schools shall provide adjustments and accommodations for students with additional learning needs (aligned to their individual needs) and multilingual learners (where assessment providers allow for this), in line with the external assessment provider/exam board guidelines and in line with the *ADEK Inclusion Policy*.

Training:

Schools shall ensure that staff at all levels are engaged in training on external assessment administration, analysis, and reporting. This training shall include a focus on the use of student-level data to inform instruction and enable staff to support parents and students in understanding results.

1. **Fund Sourcing:** Schools shall be responsible for all costs associated with the administration of any ADEK-mandated external assessments (SBAs). Schools are not authorized to charge separate assessment fees to parents.

2. **Unique Student Identifiers:** Schools shall provide school and student eSIS numbers, to be used as unique student identifiers, to external assessment providers. This will facilitate ease of data integration in ADEK's systems for tracking trends over time.

3. **Data Sharing Agreements/ Consents:** All eligible student SBA data shall be shared with ADEK directly by external assessment providers, and schools shall sign third-party data-sharing agreements/consents with the providers for this purpose.

4. **Data Analysis and Utilization:** Schools shall analyze assessment results, set student, subject, and whole-school targets, and devise intervention strategies to close learning gaps and challenge high-performing students. Schools shall continually utilize assessment results to inform their curriculum design and teaching and learning practices.

5. **Sharing Results with Students and Parents:** Schools shall share student internal and external assessment results and/or assessment reports along with school report cards, in line with the *ADEK Reporting Policy*. Schools shall engage students and parents through direct communications, meetings, and/or training sessions in developing an understanding of assessment results and the next steps for learning.

International Assessments: Schools with English or Arabic as their language of instruction shall administer all international assessments required by ADEK (e.g., PISA, TIMSS, and PIRLS).

1. Schools shall adhere to all requirements issued by ADEK regarding the administration of international assessments.
2. Schools shall analyze and review the international assessment school reports and utilize recommendations for school improvement planning and target setting.
3. Schools shall engage the whole school community in developing short- and long-term improvement strategies to meet their international assessment targets.

Accommodations and Modifications for Assessments

Accommodations and Modifications for Assessments: Students with additional learning needs and others who receive support in lessons shall receive accommodations in and modifications to exams and tests to ensure their “normal way of working” in class mirrors how they will be assessed, in line with the ***ADEK Inclusion Policy***.

1. Schools shall keep records of the accommodations and modifications required by individual students and ensure that teachers and invigilators have access to these records.
2. Schools shall ensure that accommodations and modifications adhere to the regulations and guidelines stated by assessment providers to avoid unfair advantage.
3. Where a school considers that a student would benefit from accommodations and modifications, but the assessment provider states that these are subject to performance on standardized tests, schools shall administer such tests in-house whenever possible. If the required tests are not available in the school, the school shall advise the student’s parents of the eligibility criteria and the process for accessing the tests from an external provider.
 - a. Where the school is able to administer standardized tests to confirm eligibility in-house, the parents have the right to decline to pay additional fees for this service, on the understanding that this may impact the accommodations and modifications available to the student.
 - b. Where the standardized tests are sourced from an external provider, parents have the right to decline to commission this service, on the understanding that this may impact the accommodations and modifications available to the student.

Interventions

Designing and Implementing Interventions: Schools shall develop documented learning plans (DLPs) and implement interventions (processes and strategies) that enable the delivery of teaching and learning to maximize opportunities for all students, in line with the *ADEK Inclusion Policy* and the *ADEK Educational Risk Policy*.

1. Schools shall analyze internal and external assessment results to develop tiered interventions that address all student needs and where appropriate, target different groups (e.g., gifted and talented, students at educational risk, and students with additional learning needs), or cater to individual needs.
2. When planning and reviewing any individualized intervention, schools shall involve the student in the process (particularly important for students in cycles 2 and 3).
3. Schools shall involve relevant internal and external stakeholders (e.g., parents, teachers, relevant specialists) when planning interventions and when identifying appropriate external agencies where further specialist intervention is recommended.
4. Schools shall allocate resources to support individuals and groups of students, verifying that teaching staff provide the necessary teaching and learning accommodations and manage allocated resources

Examination Misconduct

Combating Examination Misconduct: Schools shall follow the requirements of the Federal Decree Law No. (33) of 2023 Concerning Cheating and Breach of Examination Systems.

1. Schools shall educate students about the importance of not cheating and preserving academic honesty at all times.
2. Schools shall make sure physical conditions (e.g., proper lighting, sufficient desk spacing) are set up to be conducive to conducting examinations in a credible and transparent manner.
3. Exam invigilators shall be trained to carry out their duties professionally and to be able to identify potential cheating occurring.
4. Students found to commit examination misconduct shall be subject to the penalties stipulated in the *ADEK Student Behavior Policy*.
5. Anyone other than a student who commits examination misconduct as per Federal

Decree Law No. (33) of 2023 Concerning Cheating and Breach of Examination Systems shall be subject to the penalties stipulated therein.

6. Schools shall ensure that any examination violations are logged and reported to ADEK.

Security

Security and Integrity of Assessment Resources and Data:

1. Schools shall ensure the integrity and security of assessment resources (e.g., instruments, confidential assessment materials) and data (e.g., individual and school-level data and records) in line with Federal Law No. (45) of 2021 Concerning the Protection of Personal Data and in line with the *ADEK Digital Policy*.

2. Schools are not authorized to share any student assessment data with third parties without the consent of parents and approval from ADEK.

Monitoring and Evaluation

Monitoring and Evaluation: Schools shall develop internal indicators to monitor and evaluate the effectiveness of their Assessment Policy. This exercise shall inform the biennial review of the policy.

Roles and responsibilities

The Role of Senior Leaders in Assessment

1. Senior leaders monitor the effectiveness of this policy and ensure good assessment practices are followed across the whole school.
2. They use assessment information to plan professional development for staff and include in the school development plan, the school priorities and ensure the process is adhered to.

The Role of Teachers in Assessment

Teachers at IES use a range of methods to assess and measure progress and attainment of their learners in the following ways:

- Lessons have clear learning objectives and learners are aware of them

- Differentiation to meet the needs of all the learners based on assessment results.

Encourage learners to actively engage in informative assessments and motivate, take responsibility of their own learning through self/peer assessment and reflection.

- Identify the strengths and weakness of learners and give formal and informal feedback and setting appropriate targets.
- Share assessment data analysis report with team leaders for future planning and identify any concerns related to learners' work
- Identify through assessment, learners who are at a risk of underachievement and plan intervention strategies.

The Role of learners in Assessment

Learners at IES are required to:

- Be an active participant in assessment opportunities in classes
- Take responsibilities for their own learning and become reflective learners acting on written and oral feedback from teachers
- Be clear on their subject specific targets, completing intervention / target homework given by teachers
- Support peer assessment

The Role of Parents in Assessment

All parents should:

- Support their child in their learning and work as a team with school leaders and teachers to improve progress or address any concerns identified through assessment data.
- Support their children with home learning, ensuring they are aware of the targets and areas for development identified by teacher

MODERATING ASSESSMENT:

The Senior Leadership Team and Heads of Department will:

- Make provision for a programme of professional development which includes developing a school - wide consistent understanding of learning outcomes.
- Plan for moderation in each department to guarantee consistency.
- Facilitate moderation throughout the whole school.
- Plan for and provide opportunities for discussion of moderation amongst the whole school. Ensure samples of moderation are effectively stored.

Moderation

It is important to agree judgments, if our decisions are to be given credence, and accurately reflect, where relevant, external assessment standards.

Moderation takes place between relevant staff members continuously and informally, and formally, through subject, year group or departmental meetings.

Moderation ensures that discussions are held between teachers to decide what constitutes evidence of attainment, including teachers from different year groups as relevant;

- Uses exemplification materials, clear criteria guidelines and pre-standardization as relevant;
- Ensures accuracy and consistency of teachers' judgments about standards.
- Leads to a deeper understanding of success criteria which teachers use to inform their future approaches in the classroom.

Curriculum Planning and Assessment

The success of the learning process is measured by regular and ongoing assessment. Provision for assessment is built into planning, and adjustments to plans are made as a result of assessment.

Target Setting:

At IES teachers set learner targets in line with curriculum statements and learning objectives using:

- Prior attainment of each learner
- Data from External Benchmark tests such as GL Progress Tests
- Baseline /Diagnostic assessments gathered information.

Targets are realistic and in line with age-related curriculum expectations.

Marking

- At IES we believe that marking and feedback is the key to learner progress.
- Teachers mark their learners' work to focus on achievements and areas of development

against curriculum expectations and improve their current levels of performance (as per the Marking & Feedback Policy).

Standardization

- Standardized procedures exist within each department where sampling and cross marking is done. An agreed marking scheme / moderation guide is available to ensure consistency.
- Moderation in this format leads to shared expectations of learning and understanding of curriculum standards.

Tracking learners 'progress

We at IES systematically analyze the results with the purpose of:

- Informing SLT of the school strengths and area of improvement for self-evaluation
- Informing parents of their child's achievements and expectations
- Setting individual or group targets.
- Informing subject leaders of attainment and to include improvement plans.
- Gap analysis should be completed from assessments and class strategies to inform lesson planning, target setting and revision support

We track pupils' progress so we can monitor that all children are making progress from their starting points, celebrate achievement, provide challenge and intervene to support as soon as difficulties become apparent. The systems we use are evaluated to ensure that it is manageable, clear and easy to understand. It is capable of being used effectively by teachers to inform planning for the class, groups and individuals. Our tracking systems are linked to contextual information.

Where relevant, IES will focus on the data of the following students:

- Boys
- Girls
- G&T
- Emirati
- Arabic as First Language (Native Arabic)
- SEN.

Targets

Tracking is integrated with end of year and end of Key Stage targets. This makes it easier to ensure that targets are informed by pupils' current attainment and past progress monitor progress towards targets.

Children in turn have personalized targets that are shared with them, these are written at the front of their workbooks and indicate what an achievable SMART target - specific, measurable, achievable, realistic will help them to make progress towards reaching and exceeding their potential.

We do not use tests alone to set targets, because some pupils perform less well in tests than in everyday teacher assessment and some are not working at the level of the tests. Consistent use of teacher assessment throughout the school helps to establish and track progress towards targets which are appropriately challenging.

Targets may be set for different group, for example: Individual Pupil Targets:

- They could form the basis of a pupil's IEP. They are informed and identified by analysis of pupils' work, discussions with pupils, teacher assessments and test performance.
- Targets should be SMART - specific, measurable, achievable, realistic (but challenging) and time related.
- Targets are shared with parents

Group Target Setting:

- Pupils at similar levels of attainment may be set the same target. Often 'layered' targets are used where each group within a class works on a target linked to the same theme, e.g. Time, but at a number of different levels
- Cohort Target Setting—based on analysis of summative and evaluative assessment;
- School Target Setting—based on all the above.

Pupil Progress meetings are held across the School with relevant members of staff. These support the tracking of pupils and inform target setting. They are also an opportunity for celebration.

Reporting to Parents

The education of pupils in the school is a partnership between pupils, teachers and parents or carers. To support this, regular opportunities, both formal and informal, are provided for the reviewing with parents or carers about Child's progress and attainment. Currently the school reports every Term (3 in total) that is in synergy with eSIS reporting guidelines. The schools 'Assessment & Reporting schedule' will publicize reporting dates, which will endeavor to parent engagement meetings, via PTMs, happen throughout the year and can be found on the school calendar, In line with ADEX policy, we will report more than the required twice a year transfer and transition. We have manageable system and procedures to ensure that as far as possible, there is timely transfer of information between teachers within the school. We also work hard to support pupils in making successful transitions from class within our school.

Therefore, we ensure that teachers:

Have clear understanding of colleagues judgments based on secure moderation and procedures. Share information about pupil's progress as they move from one class to the next or to a new school in order to support continuity of learning. All pupils make good use of the information received at cohort, class and subject level as well as to help determine the provision for groups and individuals share standardized assessment data comparative to previous and new classes.

MONITORING AND REVIEWING THE ASSESSMENT POLICY:

This policy will be reviewed yearly by the SLT. At every review, the policy will be shared with the staff. All teaching staff are expected to read and follow this policy. MLT is responsible for ensuring that the policy is followed. The SLT I/C of Assessment, alongside the Head of sections, will monitor the effectiveness of assessment practices across the school, through:

- Moderation;
- Lesson observations;
- Book scrutiny's;
- Sectional/Departmental meetings;
- Data presentations;
- SEF updates and PLD sessions

The Senior Leadership Team and Heads of Department will:


- Set an assessment timetable and monitor assessment deadlines.
- Guarantee a thorough moderation process.
- Review the assessment policy ensuring the requirements meet school needs.
- Take into account the importance of effective assessment practices when observing and evaluating teachers.
- Rigorously scrutinize samples of student work to ensure consistency

Compliance: Schools shall comply with this Assessment Policy, which will be verified as part of the compliance process in addition to the requirements set by the assessment providers, exam boards, and inspection, accreditation, and/or authorization bodies.

POLICY REVIEW

This policy is to be reviewed and checked annually by the SLT.

This policy is also approved by the governing bodies.

Draft Date:	03/07/25
Approved By Board of Governors:	Approved
Principal Approval:	
Review Date:	22/08/2025

The End.