



## ASSESSMENT POLICY

### 2025-2026

Policy Information			
Created Date	May 2025	Reviewed By	Senior Leadership Team
Review Cycle	One Year	Next Review	August 2026
Author of policy's role	Senior Leadership Team		
Vice Principal			
Principal			

## 1. Rationale

In alignment with our vision of nurturing mindful, global citizens rooted in faith, ISCS Muwaileh upholds a robust and comprehensive assessment system. This ensures high-quality teaching and learning and supports all students in making excellent progress across the curriculum.

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## 2. Aims

This policy aims to:

- Ensure valid, reliable, and coherent assessment practices across all phases and subjects.
  - Use data effectively to inform teaching, curriculum design, and intervention.
  - Monitor learning outcomes and provide targeted support.
  - Communicate meaningful feedback and attainment data to students, parents, and all stakeholders.
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## 3. Guiding Frameworks

Our assessment practices are aligned with:

- UAE National Agenda and Vision 2031.
  - British curriculum expectations including the EYFS Framework, National Curriculum for England, and Ofqual standards.
  - GL Progress Tests, CAT4, and PASS assessments.
  - International benchmarks: TIMSS, PIRLS, and PISA.
  - IGCSE, AS, and A Level standards (Cambridge and/or Pearson Edexcel).
  - Arabic assessment: TALA Framework.
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## 4. Philosophy of Assessment

At ISCS Muwaileh, we believe assessments must be:

- Integral to learning and personalised to students' needs.
  - Valid, fair, consistent, and transparent.
  - Supportive of students' cognitive, personal, social, and emotional development.
  - Used to develop 21st-century skills and learner characteristics.
  - Inclusive and accessible for all learners, including AG&T, SEND and EAL students.
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## 5. Purpose of Assessment

Assessment is used to:

- Identify prior knowledge and set learning targets.
- Monitor and enhance student progress and achievement.
- Provide students with feedback for reflection and improvement.
- Guide teachers in adapting instruction and planning next steps.
- Support school leaders in curriculum design and intervention planning.
- Communicate student progress clearly to parents and stakeholders.

## 6. Types of Assessment

Assessment Type	Purpose	Examples
<b>Diagnostic</b>	Identify prior knowledge and readiness	Baseline tests, CAT4, pre-unit quizzes
<b>Formative (AfL)</b>	Inform teaching and promote learning	Quizzes, projects, verbal questioning, peer/self-assessment
<b>Summative (AoL)</b>	Evaluate cumulative learning	End-of-unit tests, term exams, IGCSEs, A Levels
<b>Assessment as Learning (AaL)</b>	Promote student self-regulation	Copy Books, reflection logs, rubrics

## 7. External Assessments

Assessment	Purpose
<b>GL CAT4</b>	Cognitive baseline, ability profiling
<b>GL PT Series (English, Maths, Science)</b>	Monitor attainment against UK norms
<b>PASS</b>	Pupil attitudes to self and school
<b>IGCSE / AS / A Levels</b>	International academic qualifications
<b>TALA</b>	Arabic benchmarking aligned to UAE MoE
<b>PISA, TIMSS, PIRLS</b>	International benchmarking of literacy, numeracy and science

## 8. Internal Assessment Practices

Assessment	Timing	Purpose
Baseline/Diagnostic	Beginning of term/unit	Gauge prior knowledge
Formative (AfL)	Ongoing	Adapt instruction and provide feedback
Summative (AoL)	End of unit/term	Measure progress against standards
Self/Peer Assessment (AaL)	Throughout unit	Develop metacognitive awareness

Assessment tools may include: written tasks, oral presentations, group projects, online platforms (Kahoot, Quizizz, Microsoft Forms), portfolios, practical experiments, and rubrics.

## 9. Use of Assessment Data

Data is systematically collected, analysed, and triangulated to:

- Inform teaching and curriculum design.
- Track individual and cohort progress.
- Plan intervention and support strategies.
- Set academic targets and personalised goals.
- Report to parents and stakeholders via Edunation and other platforms.

Source	Use
GL, CAT4, PASS	Target setting, intervention, enrichment
Formative	Immediate instructional adaptation
Summative	Progress tracking, reporting, comparison to standards
Student reflection	Goal setting and self-directed learning



## 10. Reporting

We provide clear, accurate, and timely feedback to parents and students via:

### Formal Reporting:

- End-of-Term Report Cards (via Edunation)
- Results from External Assessments
- Three Parent Teacher Meetings annually

### Informal Reporting:

- Teacher emails and phone calls
  - Marked student work and feedback
  - Edunation updates
  - Parent-teacher meetings
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## 11. Monitoring and Evaluation

The implementation of the assessment policy is monitored by:

- SLT and Heads of Department through lesson observations, book scrutiny, and data analysis.
  - The Head of Assessment and Data, who ensures coherence, impact, and strategic use of assessment data.
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## 12. Roles and Responsibilities

### Teachers:

- Design and deliver effective assessments.
- Provide constructive, timely feedback.
- Track progress using internal and external data.
- Use Edunation to input and monitor data.
- Promote self- and peer-assessment.

### Heads of Department/Coordinators:

- Support quality assurance and moderation.
  - Lead data analysis and follow-up interventions.
  - Use assessment data to inform curriculum development.
  - Monitor consistency in assessment practices.
  - Ensure timely intervention for underachieving students.
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- Support professional development in assessment.

#### **Heads of Section:**

- Oversee assessment implementation in their phase.
- Ensure vertical curriculum alignment through assessment data.
- Allocate resources to support assessment effectively.

#### **Head of Assessment & Data:**

- Lead on external and internal assessments.
- Conduct whole-school analysis and reporting.
- Coordinate school-wide interventions and CPD related to assessment.

#### **Students:**

- Engage actively in all assessment opportunities.
- Reflect on feedback and set goals.
- Take responsibility for their progress.

#### **Parents:**

- Support their child's learning and attendance.
- Communicate regularly with school.
- Understand assessment formats and rubrics.
- Engage with reports and school feedback.