



ASSESSMENT POLICY

2026-2027

Policy Information			
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Author of policy's role	Senior Leadership Team		
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ISCS Muwaileh Assessment Policy 2025–2026

1. Rationale

Assessment at ISCS Muwaileh plays a central role in supporting high-quality teaching and learning. It enables teachers to understand pupils' starting points, monitor progress throughout the year, and plan lessons that respond to individual learning needs. Assessment also ensures that the curriculum is delivered effectively, that pupils receive the support they require, and that leaders are able to review the impact of teaching on outcomes. All assessment practices are designed to be fair, transparent, and inclusive, ensuring that every pupil has the opportunity to achieve their full potential. The rationale behind assessment is grounded in the belief that continuous, meaningful, and accurate information about learning allows teachers and leaders to intervene early and personalise instruction to secure progress for all pupils.

2. Aims of the Assessment Policy

The assessment policy aims to establish a consistent and coherent approach to assessing pupils' learning across all phases of the school. It ensures that teachers use assessment information to inform planning, track attainment, and deliver targeted support where necessary. The policy also outlines how assessment information is communicated to parents and how it contributes to wider school improvement. Through these aims, ISCS Muwaileh seeks to maintain high academic standards and a culture of continual improvement.

3. Guiding Frameworks

Assessment practices are aligned with national and international expectations, including the EYFS Framework, the National Curriculum for England, and Ofqual standards for examination groups. Additionally, the school aligns its assessment procedures with UAE National Agenda and Vision 2031 priorities, ensuring that pupils are prepared for future learning pathways and global competencies. Various international benchmarking tools, such as TIMSS, PIRLS, and PISA, complement this alignment. Furthermore, Arabic assessments follow the TALA Framework to ensure accuracy, consistency, and compliance with UAE Ministry of Education expectations.

4. Philosophy of Assessment

Assessment at ISCS Muwaileh is viewed as a continuous and integral part of teaching. The school believes that assessment should be fair, valid, reliable, and transparent. It must support pupils' academic, social, and emotional development and provide them with meaningful opportunities to understand their strengths and areas for improvement. The philosophy emphasises the importance of inclusive assessment practices so that assessment outcomes reflect the full diversity of learners. Assessment also plays an essential role in cultivating metacognitive skills, encouraging pupils to reflect on their progress and take responsibility for their learning.

5. Purposes of Assessment

Assessment serves several interconnected purposes. It identifies pupils' prior knowledge at the beginning of a unit or academic year, allowing teachers to plan appropriately. Throughout the year, assessment supports the monitoring of progress so that teachers can adjust their instructional approaches as needed. Pupils receive constructive feedback that guides improvement and deepens understanding. Assessment also provides reliable information to parents about their child's learning and progress, ensuring strong partnerships between home and school. At a leadership level, assessment outcomes inform curriculum review, resource allocation, and the evaluation of teaching and learning.

6. Types of Assessment

Four key forms of assessment underpin teaching and learning at ISCS Muwaileh. Diagnostic assessment is conducted at the beginning of a term or unit to identify pupils' baseline knowledge and readiness. Formative assessment is ongoing and embedded within daily classroom practice, allowing teachers to adapt instruction based on immediate feedback. Summative assessment takes place at the end of units or terms to evaluate cumulative learning. Finally, assessment as learning supports pupils in developing reflective habits, enabling them to review their progress and set personal learning goals. Through this balanced approach, the school ensures that assessment supports both academic achievement and learner autonomy.

7. External Assessments

External assessments form an essential component of the school's evaluation of pupil progress. Tools such as GL's CAT4, Progress Tests in English, Mathematics, and Science, and the PASS survey provide valuable benchmarking data that help teachers and leaders understand pupils' cognitive profiles, academic attainment, and attitudes toward learning. The school also participates in international assessments such as TIMSS, PIRLS, and PISA, which offer a broader perspective on achievement in comparison to global standards. Examination groups complete IGCSE, AS, and A Level qualifications through Cambridge and Pearson Edexcel. Arabic assessments are aligned to the TALA Framework, ensuring accurate measurement of proficiency.

8. Internal Assessment Practices

Internal assessment practices occur throughout the academic year and include baseline assessments, formative assessment during lessons, summative assessments at the end of units or terms, and opportunities for peer and self-assessment. Teachers use a variety of tools such as written tasks, oral responses, practical work, digital quizzes, and structured observations. These assessments provide the information necessary for teachers to ensure that lessons remain responsive, engaging, and appropriately challenging. Summative assessments are scheduled according to the school's assessment calendar and provide a more formal evaluation of learning.

9. Use of Assessment Data

Data collected through assessment is systematically reviewed to ensure that teaching remains targeted and effective. Teachers use assessment outcomes to plan lessons, identify pupils requiring additional support or enrichment, and evaluate the effectiveness of interventions. Leaders analyse data at individual, class, year group, and whole-school levels to identify trends and inform school improvement planning. Assessments such as GL Progress Tests, CAT4, and PASS play a significant role in shaping curriculum decisions and supporting target-setting. Formative assessment data enables immediate instructional adjustments, while summative assessment data supports long-term progress tracking.

10. Reporting to Parents

ISCS Muwaileh is committed to ensuring that parents are well-informed about their children's progress. Formal reporting includes end-of-term report cards, external assessment results, and scheduled parent-teacher meetings held three times a year. Informal communication also plays an important role, with teachers providing feedback through Education, email updates, marked work, and occasional phone calls. The aim of reporting is to maintain a strong partnership with families and ensure that parents have a clear understanding of their child's academic development and wellbeing.

11. Monitoring and Evaluation

Assessment implementation is monitored by:

- Senior Leadership Team
- Heads of Department
- Head of Assessment and Data.

Monitoring tools include:

- Lesson observations.
- Book scrutiny.
- Data analysis cycles.
- Moderation procedures.
- Pupil Progress Meetings.

Findings inform CPD planning and curriculum improvement.

12. Moderation of Assessments

Moderation is essential to maintaining the accuracy and consistency of teacher judgments. Moderation activities take place each term and may involve reviewing samples of pupil work, comparing outcomes against curriculum standards, and discussing judgments with colleagues. Cross-phase and cross-subject moderation may also occur when appropriate. External moderation partners may be engaged to support quality assurance. Where discrepancies are identified, adjustments are made to ensure that all judgments reflect the expected standards.

13. Inclusive Assessment Practices

Inclusive assessment practices ensure that all pupils can demonstrate their learning in an equitable way. Pupils of determination may receive modified assessments that align with their Individual Education Plans. Adaptations may include simplified tasks, alternative formats, or adjusted expectations. Pupils on modified curricula will be assessed using tailor-made assessments designed by their teachers. Additional arrangements, such as extra time or smaller test environments, may also be implemented where appropriate. These practices ensure that assessment reflects true ability and supports individual progress.

14. Pupil Progress Meetings

Pupil Progress Meetings take place once per term and involve class teachers, Heads of Department, Heads of Section, and where relevant, the Inclusion Lead. During these meetings, assessment data is reviewed to identify pupils who are excelling, those who require additional support, and those whose progress needs closer monitoring. Interventions are planned and evaluated, and targets are set for the following cycle. These meetings ensure that assessment findings translate into meaningful actions that support pupil progress.

15. Roles and Responsibilities

Teachers:

- Plan and administer assessments.
- Provide timely, constructive feedback.
- Track progress using all assessment data.
- Use Education effectively.
- Engage pupils in self/peer assessment.

Heads of Department:

- Oversee quality assurance and moderation.
- Analyse data and lead interventions.
- Support curriculum planning informed by assessment.



Heads of Section:

- Ensure consistent assessment practices across phases.
- Allocate assessment-related resources.

Head of Assessment & Data:

- Lead internal/external assessment implementation.
- Produce whole-school data reports.
- Coordinate CPD related to assessment.

Students:

- Participate actively in assessments.
- Reflect on feedback and set goals.
- Take responsibility for personal progress.

Parents:

- Support attendance and learning at home.
- Engage with feedback and school communication.
- Understand assessment processes.