

AL SADIQ ISLAMIC ENGLISH SCHOOL

ASSESSMENT POLICY 2026–27

Policy Information	Details
Policy Name	Assessment Policy
Applies to	FS, Primary and Secondary All subjects
Policy Owner	Principal Assessment Lead Curriculum Lead
Stakeholders	Students, parents, teachers, leaders and relevant support staff
Status	Approved
Approved by	Principal / School Management
Effective from	Academic Year 2026–27
Monitoring Cycle	Ongoing through assessment, curriculum review and MER cycles
Formal Review	Annually, or earlier following regulatory/curriculum change
Next Review	July/August 2027

1. Purpose

Assessment at Al Sadiq Islamic English School (ASIES) exists first and foremost to improve learning outcomes. Assessment is not an isolated event or a data-collection exercise. Teachers and leaders use assessment information systematically to identify strengths and learning gaps, adapt curriculum plans and lesson sequences, personalise learning, deploy timely support and challenge, and evaluate impact on attainment, progress and learning behaviours.

Assessment practice supports the school's improvement priorities, including the quality and consistency of teaching, assessment-informed curriculum review and gap closure, and the development of reading literacy and curriculum access across subjects.

2. Policy Position and Linked Documents

This policy establishes the school's rules, principles and non-negotiable expectations for assessment. Detailed schedules, templates and operational processes may also be maintained within the Assessment Framework and school assessment calendar.

- Teaching and Learning Policy and Teaching and Learning Framework
- Curriculum Policy / Curriculum Review Protocol
- Reading / Literacy Policy and Reading Strategy Framework
- Inclusion Policy, IEP/PEP and EAL procedures
- Academic Integrity and Examination Regulations
- Admissions Policy, where entry/baseline assessment is relevant
- Arabic Language Policy and other UAE mandatory-subject policies
- Applicable examination-board regulations and access-arrangement requirements

3. Principles of Effective Assessment

Assessment at ASIES is:

- Curriculum-aligned: it assesses taught objectives, knowledge, skills and intended outcomes.
- Valid and fair: it measures what it is intended to measure and avoids unnecessary barriers.
- Reliable: judgements are strengthened through agreed criteria, standardisation and moderation.
- Actionable: evidence leads to teaching, curriculum, intervention or challenge decisions rather than reporting alone.

- Inclusive: reasonable adjustments and appropriate access arrangements enable students to demonstrate learning without changing the construct being assessed unless a formally modified curriculum applies.
- Balanced and proportionate: assessment is purposeful and does not unnecessarily reduce teaching and learning time.
- Transparent: students understand relevant expectations, success criteria and how to improve.
- Ethical and secure: information is handled confidentially and assessments are administered with integrity.
- Triangulated: important judgements are based on an appropriate range of internal, external, quantitative and qualitative evidence rather than a single score.
- Developmentally appropriate: assessment approaches reflect the age, phase, curriculum and individual needs of learners.

4. Assessment Types and Definitions

4.1 Baseline / Diagnostic Assessment

Baseline and diagnostic assessment establish starting points, prior knowledge, prerequisite gaps and support/challenge needs. Evidence may include entry/baseline tests, teacher assessment, reading placement/benchmarks, prior school information and relevant external data.

4.2 Formative Assessment - Assessment for Learning

Formative assessment is continuous and informs immediate teaching decisions. Examples include questioning, hinge questions, mini-checks, exit tickets, live feedback, observation, retrieval tasks, low-stakes quizzes, student explanation and analysis of work.

4.3 Summative Assessment - Assessment of Learning

Summative assessment evaluates achievement against taught curriculum objectives at planned points. It may include end-of-unit assessments, common tasks, termly assessments, examinations and standardised subject tasks.

4.4 External Benchmarking / Standardised Assessment

In alignment with UAE National Agenda parameters, the school participates in mandatory international benchmarking cycles, including TIMSS, PISA, and PIRLS, and administers the ABT (Arabic Benchmark Test) for Arabic A and B cohorts to measure progress against national targets. GL assessments, Accelerated Reader/MYON/BIG CAT are according to the applicable year group, subject and annual assessment schedule.

External benchmark scores are never interpreted in isolation. They are considered alongside curriculum attainment, classroom evidence, prior attainment, student context and progress over time.

5. Phase-Specific Assessment

5.1 Early Years / FS

Assessment in FS is primarily observational, formative and embedded within authentic learning. Teachers use observations, interactions, work samples, developmental evidence and approved tracking systems to identify what children know, understand and can do, and to plan next steps. Assessment should not create inappropriate formal testing burdens for young children.

Where school-approved tools such as Evidence Me and the Leuven Scale are used, they contribute to a broader professional judgement and are not treated as stand-alone measures of attainment.

5.2 Primary

Primary assessment combines ongoing formative assessment, curriculum-aligned common/summative assessments and applicable external benchmarks. Teachers track attainment and progress from starting points and use evidence to adjust curriculum pacing, re-teach prerequisite knowledge and provide targeted support or greater challenge.

5.3 Secondary

Secondary assessment increasingly reflects subject-specific disciplinary knowledge and examination expectations. Common assessments, examinations, coursework or practical evidence are used as appropriate. For examination classes, school procedures must align with the regulations of the relevant awarding body, including security, authentication, access arrangements and malpractice procedures.

6. School Baseline and Entry Assessment

School baseline assessments are used to understand students' starting points and to support appropriate teaching, placement, curriculum planning and intervention. They are not used to deny admission solely because a student has SEND/SOD or because assessment identifies learning gaps.

- From Year 1 upwards, the school may administer baseline assessments in English and Mathematics in accordance with the annual assessment schedule.
- Science baseline assessment is used for relevant Secondary year groups.
- CAT4 is administered from Year 2 upwards according to the school's approved schedule and applicable requirements.
- Additional reading, language, Arabic or subject diagnostics may be used where they are educationally necessary.
- Results are used for placement, differentiation, support, challenge and curriculum planning and must be interpreted alongside other available evidence.

7. Whole-School Assessment Cycle

Assessment follows a planned cycle so that evidence leads to timely action while workload remains manageable. The core expectation is that significant assessment outcomes lead to documented teaching, curriculum, intervention or challenge actions.

Assessment Window	Purpose	Key Outputs	Required Action
September / Start-of-year baseline	Establish starting points and prerequisite gaps	Baseline profiles; early gap maps	Adjust sequencing, grouping, support and challenge
Oct-Nov / Formative Cycle 1	Check curriculum access and early learning	Lesson/class gap evidence	Minor pacing, scaffold and task adjustments
December / Summative Cycle 1	Evaluate taught objectives	Cohort/subject gap maps	Curriculum review and intervention planning
Jan-Feb / Formative Cycle 2	Monitor gap closure	Updated gap evidence	Refined re-teaching, scaffolds and challenge
Mid-year review	Evaluate progress and curriculum effectiveness	Mid-year progress and gap analysis	Curriculum adaptation and targeted intervention
Mar-Apr / Formative Cycle 3	Monitor impact of adaptations	Work and assessment evidence	Further refinement where needed
May / Summative Cycle 2	Validate curriculum impact	End-cycle gap reduction evidence	Final curriculum validation
June-July / End-of-year	Evaluate sustained attainment/progress	Trend and transition information	Next-year curriculum and transition planning

8. End-of-Year Analysis, Transition and Strategic Placement

End-of-year data is analysed to identify cohort trends, persistent learning gaps and individual needs and to inform subsequent curriculum planning, including pacing, prerequisite learning, intervention and appropriate acceleration.

Assessment information may inform section organisation and student placement where this is educationally justified. Grouping and placement are flexible, regularly reviewed and designed to improve learning rather than create fixed labels or limit opportunity. No student is permanently categorised on the basis of one assessment or one data point.

Relevant transition information is shared between teachers/phases so that the next teacher understands attainment, progress, identified gaps, interventions, access arrangements and appropriate challenge.

9. Non-Negotiables for Using Assessment Data

All teachers must use assessment information to:

- Identify cohort, class, subgroup, skill and individual learning gaps.
- Adapt curriculum plans and lesson sequences in response to evidence.
- Plan assessment-informed differentiation, including scaffolds and challenge pathways.
- Provide targeted support for identified learners, including Students of Determination, EAL learners, lower attainers and higher attainers/gifted and talented students as applicable.
- Track improvement over time from meaningful starting points.
- Ensure feedback leads to student action where developmentally appropriate.
- Evaluate whether interventions and curriculum adaptations have worked.

Leaders monitor these expectations through curriculum review and MER processes.

Whole-school non-negotiable: Every 4-6 weeks, teachers and subject/phase leaders must review formative assessment evidence and representative student work, identify emerging misconceptions and curriculum-access barriers, record precise gaps, adjust teaching/curriculum/task design, identify students requiring targeted support or greater challenge, and check whether previous actions reduced the identified gaps.

Dedicated tracking of Emirati and SOD attainment (PI 1.1–1.3 / PI 3.2): systematically disaggregate and evaluate the attainment, progress, and gap closure of Emirati students and Students of Determination (SOD), benchmarking their outcomes directly against national and international standards.

10. Curriculum Review Trigger Expectations

Curriculum review must occur when assessment evidence indicates that a key objective is not secure across a cohort/subgroup, persistent misconceptions remain, benchmark outcomes show significant underperformance or mismatch, or previously taught content is not transferring successfully into new learning.

Following the release of data from each major scheduled assessment or benchmark, subject/phase leaders must complete the required analysis, gap mapping and curriculum review within 10 working days. Where an external provider or regulatory reporting timeline delays validated data, the 10-working-day period begins from the date the usable results are released to the school.

- Summarise the identified gap precisely.
- Determine whether the issue is primarily a curriculum, skill or access gap.
- Record the curriculum/teaching adjustment: sequencing, pacing, prerequisite steps, examples, tasks, scaffolds, text demand or other appropriate adaptation.
- Identify students requiring targeted intervention or greater challenge.
- Set an objective impact check and review point.

11. Moderation and Standardisation

Reliable assessment information is essential for accurate curriculum review. ASIES uses pre-assessment standardisation, post-assessment moderation and cross-class/cross-phase validation where appropriate.

11.1 Pre-assessment Standardisation

- shared criteria, rubrics and exemplars;
- common expectations for mark schemes and success criteria;
- clarity on performance descriptors and grade boundaries where applicable;
- agreement on administration conditions for common assessments.

11.2 Post-assessment Moderation

- cross-class sampling across an appropriate attainment range;
- departmental/phase moderation meetings;
- comparison and reconciliation of inconsistent judgements;
- recorded outcomes and agreed actions;
- retention of moderation evidence for quality assurance.

Each subject/phase moderates at least one key assessment per term where applicable. Leaders monitor whether judgement consistency improves over time and triangulate internal outcomes with external benchmarks where meaningful.

Variance threshold trigger for internal vs. external data: Where a variance greater than 10–15% is identified between internal teacher assessments and external standardized benchmark data (e.g., GL, CAT4 projected grades), a formal departmental moderation review and curriculum gap audit are automatically triggered.

12. Feedback, Marking and Student Reflection

Feedback must be timely, specific, proportionate and linked to intended learning. It should identify successful learning and the most useful next step rather than simply identify errors.

- Feedback may be verbal, written, whole-class, peer/self-assessment or digitally supported depending on the learning purpose.
- Students are given meaningful opportunities to act on feedback through improvement, correction, redrafting, practice or reflection where appropriate.
- Departments apply agreed feedback approaches aligned with the Teaching and Learning Policy.
- Marking quantity is not treated as a proxy for assessment quality; impact on learning is the key measure.

13. Inclusion, Reasonable Adjustments and Fair Assessment

Assessment must be accessible and fair. The school provides reasonable adjustments and access arrangements based on identified need, normal way of working, school procedures and, for external examinations, the rules of the relevant awarding body.

- appropriate scaffolds and adjusted presentation formats;
- language support for EAL learners where this does not invalidate the assessment purpose;
- assistive technology or alternative response methods where approved;
- additional time, rest breaks, reader/scribe or other arrangements where justified and permitted;
- assessment aligned to formally modified outcomes where an approved individual programme requires modification.

Access arrangements must not provide an unfair advantage or change the skill/knowledge being assessed unless modification is explicitly part of the student's approved curriculum. Arrangements are documented, implemented consistently and reviewed for impact.

Assessment evidence for Students of Determination is considered in conjunction with IEP targets, curriculum access and progress from individual starting points. SEND/SOD or EAL status must not be interpreted automatically as low learning potential.

14. Intervention, Personalised Plans and Impact Evaluation

Where assessment identifies significant gaps, the school responds through timely, targeted action. Depending on need, this may include re-teaching, small-group support, personalised education/intervention plans, reading/language support, subject intervention, mentoring or greater challenge.

- Each intervention has a clear baseline and specific target.
- Provision identifies frequency/duration and responsible staff.
- Impact is checked against objective evidence at a planned review point.
- Successful intervention is reduced or exited when appropriate; ineffective provision is adapted rather than continued without evidence.
- Parents are informed where intervention is significant or sustained.

15. Reading, Language and Curriculum Access

Where reading or language affects performance, assessment analysis considers comprehension, vocabulary, fluency, language-of-instruction demands and the accessibility of curriculum texts. Relevant reading and language measures are used to identify barriers and plan intervention or curriculum adaptation.

Reading assessment information must be connected to classroom action across subjects, not treated solely as English-department data.

16. External Benchmarking and KHDA Expectations

ASIES maintains the external benchmark assessments required for Dubai private schools and uses the resulting information to evaluate academic progress, triangulate internal judgements and inform self-evaluation. The exact assessment tools, cohorts and testing windows are governed by the current KHDA requirements and the school's annual approved assessment schedule.

Where the school uses CAT4, GL, ABT, Accelerated Reader, MYON, BIG CAT or other approved tools, leaders define the purpose of each measure and ensure staff understand how the information should and should not be interpreted.

17. UAE Mandatory Subjects

Assessment in Arabic, Islamic Education, Social Studies and other UAE mandatory-subject provision follows the applicable MoE curriculum standards, current KHDA requirements and the school's relevant subject policies. School assessment schedules must not contradict statutory requirements for these subjects.

Where regulatory pass, resit, promotion or equivalency requirements apply, the current official requirement takes precedence over any outdated fixed threshold in a school document.

18. Reporting and Communication

Assessment outcomes are communicated to students and parents through the school's reporting calendar and other planned communication points. Reports provide meaningful information on attainment, progress from starting points, strengths, areas for development and significant planned support.

- Concerns requiring timely action should be communicated before the next formal report rather than being held until the reporting point.
- Reported grades/descriptors must be supported by appropriate evidence and agreed criteria.
- Teachers should explain significant differences between internal and external evidence where these affect the interpretation of progress.
- Parent communication should be clear about whether a score represents attainment, progress, a cognitive profile, reading age or another construct.

19. Promotion, Progression and Retention Decisions

Progression decisions are based on the school's licensed curriculum requirements, applicable KHDA/MoE requirements and a holistic review of evidence. No single internal assessment should automatically determine promotion or retention.

Where there are serious concerns about readiness for the next stage, the school documents interventions, communicates with parents and follows the applicable regulatory and school procedures before any formal decision. Requirements for UAE mandatory subjects and external qualifications are applied according to the current official regulations.

20. Academic Integrity and Assessment Conduct

Students are expected to complete assessments honestly. Staff safeguard integrity through fair administration, consistent conditions, appropriate invigilation, secure handling of papers and mark schemes, and appropriate response to malpractice.

- Assessment materials with restricted status are stored securely and accessed only by authorised staff.
- Suspected malpractice, plagiarism, unauthorised assistance or breach of examination conditions is investigated in accordance with school and awarding-body procedures.
- Where generative AI or other digital tools are permitted for a task, teachers clarify the permitted use and authentication expectations in advance.

21. Data Protection, Confidentiality and Records

Assessment information is confidential educational information. ASIES stores it securely, restricts access according to role and need, and uses it responsibly for educational purposes.

- Staff must use approved school systems for assessment records.
- Sensitive student data must not be shared through unauthorised personal accounts or channels.
- Data exports, printed reports and assessment papers are protected from inappropriate access.
- Records are retained or disposed of in accordance with school procedures and applicable legal/regulatory requirements.

22. Roles and Responsibilities

22.1 Teachers

- plan/administer curriculum-aligned assessments;

- use formative assessment routinely;
- analyse results and implement actions;
- maintain accurate records;
- contribute to moderation;
- implement access arrangements and interventions;
- communicate significant concerns and next steps.

22.2 HODs / Heads of Phase

- lead gap analysis, moderation and curriculum review;
- quality assure assessment design and consistency;
- validate curriculum adjustments and interventions;
- monitor class/cohort/subgroup outcomes;
- support staff through coaching and professional dialogue.

22.3 Assessment Lead / Curriculum Lead

- maintain the whole-school assessment framework and calendar;
- lead data cycles, benchmarking and reporting structures;
- quality assure reliability and evidence trails;
- support leaders with analysis and interpretation;
- ensure assessment leads to curriculum review and intervention impact evaluation.

22.4 Inclusion Team

- advise on reasonable adjustments and access arrangements;
- support interpretation of assessment for Students of Determination;
- monitor IEP-related progress and intervention impact;
- support applications/evidence for external examination access arrangements where applicable.

22.5 SLT / Principal

- ensure assessment drives learning, curriculum review and gap closure;
- evaluate attainment and progress trends;
- monitor implementation through MER;
- ensure appropriate external benchmarking and regulatory compliance;
- report significant outcomes and priorities to governance/management as appropriate.

22.6 Students and Parents

- Students engage honestly with assessment and use feedback to improve.
- Parents support attendance at required assessments, engage with reporting and work with the school where intervention is required.

23. Monitoring, Evaluation and Review (MER)

Assessment practice is monitored through the school's MER cycle. Monitoring evaluates impact, not simply completion of assessment paperwork.

- assessment-informed curriculum adjustments;
- gap maps and curriculum adaptation logs;
- moderation and judgement reliability;

- progress of cohorts, subgroups and focus learners;
- intervention impact;
- work scrutiny and student voice;
- alignment between internal and external evidence;
- quality and timeliness of reporting;
- implementation of access arrangements.

The impact standard is measurable improvement in learning, more secure curriculum access, increased reliability of judgement and reduction of identified gaps over time.

24. Policy Review and Quality Assurance

This policy is reviewed annually and earlier when required by changes to KHDA/MoE requirements, the licensed curriculum, awarding-body regulations, school improvement priorities, external benchmark arrangements or internal evaluation findings.

APPENDIX A - WHOLE-SCHOOL ASSESSMENT CALENDAR

The annual calendar is confirmed at the beginning of each academic year. The following is the standard ASIES cycle and may be adjusted to published examination, benchmark and regulatory windows.

Window	Assessment / Review	Core Evidence	Action
September	Baseline / diagnostic	Starting points, prior gaps, student context	Initial curriculum adaptation, support and challenge
Every 4-6 weeks	Formative review	Work, formative evidence, misconceptions	Update gap/action records
December	Major summative review	Attainment and gap analysis	Curriculum review
February	Mid-year review	Progress, intervention impact, curriculum effectiveness	Adapt curriculum/intervention
May	Major summative review	Attainment and gap reduction	Validate impact
June-July	End-year / transition review	Attainment, progress, trends, transition	Next-year planning

APPENDIX B - EXTERNAL / STANDARDISED ASSESSMENT SCHEDULE

Tool / Measure	Typical Use	Purpose	Required Interpretation
CAT4	From Year 2 upwards according to approved schedule	Cognitive profile / learning preferences and potential indicators	Triangulate with attainment; not an attainment test or fixed label
GL Assessments	Applicable cohorts according to approved schedule	External benchmark of attainment/progress	Compare with curriculum evidence and trends
ABT	Applicable Arabic cohorts	Arabic benchmarking	Inform Arabic curriculum and intervention
Accelerated Reader / MYON / BIG CAT	Applicable reading cohorts	Reading access, fluency/comprehension and reading development	Inform reading intervention and curriculum text access
Other KHDA-required benchmarks	As notified	Regulatory benchmarking	Follow current KHDA administration and reporting requirements

APPENDIX C - 4-6 WEEKLY ASSESSMENT REVIEW - WHOLE-SCHOOL NON-NEGOTIABLE

- Review formative assessment evidence and representative student work.
- Identify emerging misconceptions and curriculum-access barriers.
- Identify support and greater-challenge needs.
- Record precise gaps.
- Adjust curriculum/teaching/task design.
- Set an impact check.
- Review whether the previous action reduced the gap.

APPENDIX D - MODERATION AND STANDARDISATION CALENDAR

Timeframe	Focus	Key Activity	Lead	Evidence
September	Baseline standardisation	Agree criteria/exemplars and administration	HODs / Heads of Phase	Standardisation notes
Term 1	Moderation Cycle 1	Sample work; compare judgements	HODs / T&L Lead	Moderation record
Term 1 end	Moderation Cycle 2	Re-sample; validate consistency	HODs / Assessment Lead	Alignment evidence
Mid-year	Mid-year validation	Cross-class moderation; gap accuracy	SLT / Heads of Phase	Reliability summary
Term 2/3	Cross-phase validation	Vertical moderation where useful	SLT / Curriculum Lead	Cross-phase record
Term 3	Final moderation	Validate end-cycle judgements	HODs / Assessment Lead	Final moderation evidence
End-year	Annual review	Evaluate reliability trends	Principal / SLT	Annual assessment review

APPENDIX E - GAP MAPPING TOOLKIT

Gap maps are produced after baseline and major assessment/benchmark points, at mid-year review, when MER identifies persistent underperformance, and before significant curriculum adaptation.

Gaps are classified as:

- Curriculum gap - content/knowledge/skills are insufficiently secured across a cohort and curriculum adaptation is required.
- Skill gap - a specific transferable or subject skill requires targeted teaching/scaffolding.
- Access gap - language, reading, SEND/SOD, prior knowledge or another barrier is restricting access and requires adjustment without unnecessarily lowering expectations.

Assessment	Cohort/Group	Skill/Objective	% Secure	Gap	Type	Priority	Action	Review
						High/Medium/Low		

Teams focus on patterns as well as individuals. A gap affecting 20% or more of a cohort is normally treated as a strong trigger for curriculum review, while professional judgement is used where a smaller group is affected by a critical prerequisite or safeguarding/inclusion concern.

APPENDIX F - CURRICULUM ADAPTATION LOG

A Curriculum Adaptation Log records how assessment evidence changes curriculum and teaching. It is required for high-priority gaps, significant cohort underperformance, meaningful benchmark variance, persistent weaknesses identified through MER, or where leadership requires formal evidence of curriculum response.

Subject/Phase	Unit	Evidence	Gap	Gap Type	Adaptation	Date	Lead	Impact Check	Review	Outcome

Examples of curriculum adaptation include resequencing content, adding prerequisite steps, changing models/examples, adjusting text demand, introducing alternative representations, revising scaffolds, or changing the balance of guided and independent practice. The log records what changed, not merely that content was re-taught.

APPENDIX G - INTERVENTION IMPACT RECORD

Student/Group	Baseline	Identified Need	Target	Provision	Frequency/Duration	Lead	Review Evidence	Impact	Next Step

APPENDIX H - ACCESS ARRANGEMENTS RECORD

Student	Need / Evidence	Normal Way of Working	Arrangement	Assessment(s)	Approved By	Review Date	Impact / Notes

External examination access arrangements must follow the relevant awarding body's current rules and evidence requirements.

APPENDIX I - ASSESSMENT DATA INTERPRETATION CHECK

- What exactly does this assessment measure?
- What is the student's/cohort's starting point?
- Is the evidence reliable and moderated?
- Does internal evidence agree with external evidence? If not, why?
- Is the issue a curriculum, skill or access gap?
- What action will change because of this evidence?
- How and when will impact be checked?
- Have student context, SEND/SOD, EAL and prior learning been considered appropriately?
- Are we avoiding fixed labels based on one score?

APPENDIX J - APPROVAL

Approval Item	Details
Approved by	Principal / School Management
Approval Date	August 2026
Effective From	Academic Year 2026–27
Review Date	July/August 2027 or earlier if required