



AL BASMA BRITISH SCHOOL

Policy: Assessment

Approved/reviewed by	
Governors/Principal	
Date of next review:	July 2026

The assessment policy will be reviewed annually to ensure compliance with ADEK regulations and evolving educational practices.

Introduction	Page 3
Purpose	Page 3
Policy Objectives	Pages 3
Types of assessments	Pages 3-4
Accommodations and Modifications for assessments	Page 4
Professional Development	Page 5
Parental Involvement	Page 5
Exam Misconduct	Page 5
Security	Page 6
Monitoring and Evaluation	Pages 7-9
Compliance	Page 9
Roles and Responsibilities	Page 10-11
Appendix – Assessment dates example	Page 12-13

Introduction

This policy outlines the assessment procedures and practices at Al Basma British School. It is designed to ensure compliance with both ADEK standards and the British Curriculum. The policy supports the school's commitment to promoting academic achievement, encouraging continuous improvement, and providing transparent feedback on student progress.

Purpose

This policy outlines the assessment procedures and practices at Al Basma British School, ensuring alignment with ADEK standards and the British Curriculum. The goal is to support student achievement, encourage continuous improvement, and provide clear feedback on progress. This policy should be used in conjunction with the assessment calendar.

Policy Objectives

- To implement inclusive assessment practices that promote academic growth.
- To align with ADEK guidelines and British Curriculum standards.
- To ensure consistent feedback for students, parents, and educators.
- To use assessment data to guide teaching strategies and interventions.

Types of Assessments

Al Basma British School employs a range of internal and external assessments that support student development.

a) Internal Assessments:

1. **Pre-Assessments (Baseline):** Conducted at the start of the academic year for new students and specific year groups (see assessment tables) to determine students' prior knowledge and skills, helping teachers plan instruction accordingly.
2. **Diagnostic Assessments:** Used to identify specific learning needs, strengths, and areas for improvement.
3. **Placement Assessments:** Determine appropriate instructional levels, especially for new students or those transitioning between key stages.
4. **Screening Assessments:** Identify students at risk of academic difficulties for early interventions.
5. **Formative Assessments:** Continuous evaluations such as quizzes, classwork, homework, presentations, and teacher feedback.
6. **Summative Assessments:** Formal evaluations at the end of a term or academic year, including written exams, project-based assessments, and standardised tests.

b) External Assessments:

- **ADEK-Mandated Assessments:** Standardised tests like CAT4 for cognitive ability evaluation.
 - **Cognitive tests like CAT4** assess reasoning abilities, guiding personalized learning strategies. Testing schedule:
 - **New admissions:** Upon application
 - **Year 4:** Term 1
 - **Year 6:** Term 2
 - **Year 9:** Term 2
- **International Assessment:**
 - **PISA (Programme for International Student Assessment):** Conducted every 3 years, targeting 15-year-olds to assess reading, maths, and science proficiency.
 - **TIMSS (Trends in International Mathematics and Science Study):** Administered every 4 years, focusing on Year 4 and Year 8 students' knowledge in math and science.
 - **PIRLS (Progress in International Reading Literacy Study):** Conducted every 5 years to measure reading comprehension and literacy among Grade 4 students.

Accommodations and Modifications for Assessments

Students with Special Educational Needs (SEN) may receive specific access arrangements during exams and assessments tailored to their individual learning requirements. This will be identified, implemented and facilitated by the Inclusion team.

- **Examples of access arrangements include:**
 - **Additional time**
 - **Supervised rest breaks**
 - **Modified exam papers**
 - **Prompter**
 - **Scribe**
 - **Reader**
- **Assessments may be adapted for SEN students to ensure fair access. This may involve:**
 - **Simplified instructions**
 - **Alternative formats for materials, different coloured paper, bigger font etc.**
- **The inclusion team will utilise the GL PASS assessment to inform their evaluations and support planning**

Professional Development for Teachers

- **Formative Assessment Strategies:** Workshops focused on how to effectively integrate formative assessments into daily instruction.
- **Data-Driven Teaching:** Training sessions on using assessment data to identify learning gaps and adjust teaching strategies accordingly.
- **Assessment Moderation:** Professional development on ensuring consistency and fairness in summative assessments through moderation processes.

Parental Involvement

Parents will be informed about assessment processes through workshops and information sessions, with guidance provided on supporting internal and external assessments.

Examination misconduct

Academic misconduct is defined as any attempt by students to gain an unfair advantage in assessments. An allegation of academic misconduct may be made by a member of staff against a student.

Academic misconduct may include though not be limited to:

-Plagiarism -Plagiarism is using others' ideas and words without clearly acknowledging the source of that information

-Falsifying or fabricating data - Falsification or fabrication of data consists of the misrepresentation of the results of experimental work or the presentation of fictitious results

-Collusion - Collusion involves two or more students working together, without the prior authorisation of the subject teacher, to produce the same piece of work, and then attempting to present this as entirely their own work

-Copying - Copying is when one student copies work from another student, with or without the knowledge of the first student

-Personation - Personation involves one person undertaking an assessment on behalf of another. This may involve the purchase of assessment material or downloading it from a website and then attempting to present this as entirely their own work

-Any other wilful deception in any element of an assessment

-A student who aids and abets a fellow student to commit academic misconduct shall be deemed to have committed academic misconduct and will be dealt with accordingly.

When a case of suspected academic misconduct has been identified:

The teacher involved will collect the evidence and bring the matter to the attention of the Subject Leader and Assistant Vice Principal. The Assistant Vice Principal will examine the

evidence, interview the student, consult with the teacher, the Subject Leader, the Principal and students as appropriate and establish the nature and extent of the misconduct

If, as a result of this investigation, the Assistant Vice Principal and the Subject Leader are satisfied that no academic misconduct has taken place, no further action will be taken against the student and the student and the subject teacher will be informed as soon as possible

Where the student admits to the academic misconduct, the Assistant Vice Principal will make a written record of the interview and request the student to sign the notes as representing an accurate record of the meeting. The Assistant Vice Principal will decide the appropriate penalty in accordance with the ADEK School Student Behavior Policy and Awarding Body Policies, taking account of the extent of the misconduct, whether wilful deception was involved and the extent to which the assessment would have contributed to the final award.

The Assistant Vice Principal will inform the Parent(s)/guardian(s) of the student by letter of the decision that has been agreed with the Subject Leader and the Head of School. Parent(s)/guardian(s) will have two weeks to appeal against the decision. If this is the case the Assistant Vice Principal and the Subject Leader will invite the Parent(s)/guardian(s) of the student to discuss the original decision. If no agreement can be made then two members of the Senior Leadership Team will hold a meeting with the Parent(s)/guardian(s) of the student, Assistant Vice Principal and other relevant parties to make a final decision. The penalty for academic misconduct will include a disciplinary sanction. Serious misconduct may lead to the student being given zero for that coursework or assessment and they may not be allowed to repeat it.

Security

Al Basma will maintain the security and Integrity of Assessment Resources and Data (e.g., resources, 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 School Digital Policy and Exam Board policies and procedures.

We will not share any student assessment data with third parties without the consent of parents and approval from ADEK.

Monitoring and Evaluation

Grading Criteria:

Descriptors for Attitude to Learning

All students will receive a score of 1-9 for their Attitude to Learning and Classwork which should reflect their readiness to learn. These descriptors are used for Pupil Improvement Plans (PIPs), End of Term/Year Reports and marking students' work.

Grade	Descriptor	Summary Description
9	Exceptional	Demonstrates outstanding motivation and independence; takes full responsibility for learning, shows leadership, and consistently inspires peers. Always exceeds expectations.
8	Highly Effective	Self-motivated, enthusiastic, and inquisitive. Works with sustained focus and pride, often supporting others and showing genuine curiosity.
7	Exceeds Expectations	Works independently and diligently. Shows initiative, strong participation, and high levels of engagement and resilience.
6	Secure / Good Effort	Maintains consistent focus and effort in lessons. Responds positively to feedback and completes work on time to a good standard.
5	Developing Consistency	Generally attentive and tries hard, though effort can vary. Completes most tasks with encouragement and responds to feedback.
4	Inconsistent / Emerging Effort	Effort is improving but still inconsistent. Occasionally distracted or reluctant to participate; needs reminders to stay on task.
3	Limited Effort	Makes minimal effort to learn. Often needs prompting to start or complete work; engagement and participation are low.
2	Very Low Effort	Rarely engages or completes tasks. Requires frequent support and reminders to focus; often unprepared for lessons.
1	Cause for Concern	Persistent lack of motivation or engagement. Behaviour or attitude seriously hinders own and others' learning. Immediate intervention required.

Attainment

Grade	Descriptor	Summary Description
9	Exceptional / Mastery	Demonstrates exceptional understanding, creativity, and mastery well above age expectations. Produces flawless, independent, and innovative work.
8	Highly Secure / Advanced	Works at a consistently high level. Applies knowledge confidently and independently, often extending learning beyond the taught curriculum.
7	Exceeding Expectations	Secure understanding with evidence of depth, application, and originality. Work is accurate, well-structured, and shows independent thought.

Grade	Descriptor	Summary Description
6	Secure / Meeting Expectations	Solid understanding of concepts. Work is accurate, organised, and clearly presented with minimal support. Meets curriculum expectations.
5	Developing / Close to Expectations	Generally accurate understanding with some gaps. Applies feedback and completes work with growing confidence and independence.
4	Emerging Understanding	Partial grasp of key ideas; requires support to apply learning. Accuracy and depth are inconsistent but improving.
3	Basic / Below Expectations	Limited understanding of core content. Relies heavily on support and shows inconsistent accuracy or application.
2	Very Low Attainment	Significant misconceptions and limited progress despite support. Work lacks structure and accuracy.
1	Significantly Below Expectations	Minimal understanding or evidence of learning. Requires continuous support and intervention to make progress.

Grading Scales

FS
Emerging
Expected
Exceeding

Mark on report	Y1 to Y9 -	For Y10-11 the grading will be linked to iGCSE grading scale	For Y12-13 the grading will be linked to iAL grading scale
1	Significantly Below	Grade U	Grade U
2	Below	Grade 1	Grade E
3	Below +	Grade 2	Grade E
4	In Line	Grade 3	Grade D
5	In Line +	Grade 4	Grade D
6	Marginally Above	Grade 5	Grade C

7	Above	Grade 6 - 7	Grade B
8	Above +	Grade 8	Grade A
9	Significantly Above	Grade 9	Grade A*

- A combination of formative, summative, and diagnostic assessments will be used to evaluate student progress and attainment.
- Grading Rubric for Project-Based Assessments: Includes criteria for creativity, application of knowledge, collaboration, and presentation skills. Rubrics will ensure transparency in project-based assessments and practical tasks.
- Written Exam Grading: Marks awarded for content accuracy, critical thinking, and clarity of expression.
- Practical Task Evaluation: Assessed based on demonstration of skills, safety procedures, and application of theoretical knowledge.

a) Reporting:

- Parents/Guardians: Receive termly reports on academic performance, with parent-teacher meetings held 3 times annually.
- Students: Continuous feedback will help students set personal learning goals.
- ADEK: Student performance data will be reported to ADEK as per their requirements (end of each term).

b) Analysis:

The data analysis will occur in three key stages:

1. Teacher Level – Initial analysis conducted by individual teachers to identify student progress and areas for improvement.
2. Year Leader/Subject Leader – Further analysis at the year group or subject level to spot trends and share best practices.
3. Senior Leadership Team (SLT) – A comprehensive review by the SLT to oversee overall performance and guide school-wide strategies.

From this analysis, targeted action plans will be developed and implemented. These will include specific actions, timelines, and responsible individuals. The impact of these actions will be monitored regularly, with ongoing reviews to ensure continuous improvement and necessary adjustments.

Compliance

This policy is to be effective as of the start of the Academic Year 2024/2025

Al Basma will 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 authorisation bodies.

Roles and Responsibilities

Board of Trustees

- **Oversight:** Ensure the assessment policy aligns with the school's mission and educational goals.
- **Approval:** Review and approve the assessment policy and any significant changes.
- **Monitoring:** Regularly assess the effectiveness of assessment practices and outcomes.

Principals

- **Leadership:** Provide overall direction and leadership for the implementation of the assessment policy.
- **Communication:** Ensure that the assessment policy is effectively communicated to staff, students, and parents.
- **Accountability:** Monitor the assessment practices across the school and ensure compliance with legal and educational standards.

Teachers

- **Implementation:** Deliver assessments in line with the established policy and guidelines.
- **Feedback:** Provide timely and constructive feedback to students based on assessment results.
- **Adaptation:** Modify assessments as necessary to meet the diverse needs of students, including those with Special Educational Needs (SEN).

Senior Leadership Team (SLT)

- **Strategic Planning:** Develop and refine assessment strategies in alignment with school improvement plans.
- **Support:** Offer guidance and support to teachers in implementing effective assessment practices.

Data and Assessment Manager

- **Coordination:** Manage the scheduling and administration of all assessments and examinations.
- **Data Analysis:** Analyse assessment data to inform decision-making and enhance student outcomes.
- **Data Management:** Collect, analyse, and maintain accurate assessment data to support student progress monitoring.

Students of Determination

- **Identification:** Assess and identify students with Special Educational Needs (SEN) to determine appropriate support and accommodations.
- **Collaboration:** Work closely with teachers, parents, and external specialists to develop Individual Education Plans (IEPs) tailored to the needs of each SEN student.
- **Training:** Provide training and resources to staff on best practices for supporting SEN students during assessments.
- **Access Arrangements:** Ensure that appropriate access arrangements (e.g., extra time, modified materials) are implemented for SEN students during assessments.
- **Monitoring:** Track the progress of SEN students and evaluate the effectiveness of interventions and accommodations.
- **Reporting:** Provide data and reports on the performance and progress of SEN students to inform school-wide assessment strategies and improvements.

Use this policy in conjunction with:

Marking and Feedback Policy

External Exam Policy

Exam Contingency Plan

Primary (FS1 – Year 6):

Year Groups	Assessment	Administered Date	Responsible
FS1	Early Learning Goal Baseline Assessment	Ongoing	
FS2	Observational Assessment	Ongoing and/or before admission	
	Phonics Assessment (up to Year 6 if required)	Ongoing	
Year 1	Baseline	Term 1	
	Phonics Screening	Ongoing	
Year 2	Phonics Screening	Ongoing	
Year 4	CAT 4	Term 1	
Year 5	PIRLS	Academic years: • 25/26 • 30/31	
	TIMMS	Academic years: • 26/27 • 30/31	
Year 6	CAT4	Term 2	
	End of term assessments	Termly	
	Bug Club	Termly	
	English, Maths and Science unit tests	Termly	
	Assessed piece of writing	Half Termly	
	English, Maths and Science unit tests	Half termly	
Year 1 to 5	Bug Club	Half termly	
	Assessed piece of writing	Half termly	
Year 2 to 6	SPAG Tests	Termly	
Year 4 to 6	PTM, PTE, PTS (GL progress tests)	Yearly	

Secondary (Y7 to 13)

Year Groups	Assessment	Administered Date	Responsible
Year 9	CAT4	Term 2	
	TIMMS	Academic years: • 26/27 • 30/31	
Year 10	PISA – A selection of 15 year old students	Academic years: • 24/25 • 27/28 • 30/31	
	iGCSE's (Modular)*	May/June	
Year 11	PISA – A selection of 15 year old students	Academic years: • 24/25 • 27/28 • 30/31	
	iGCSE's	May/June	
Year 12	AS Levels	January/June	
Year 13	A Levels	October/January/June	
Year 7 to 10	End of Term Assessments	Ongoing	
Year 10 to 13	Mock Exams*	November and February	

*Y10 – Only for students taking modular subjects

Inclusion	SNAP and other assessments as necessary – To pinpoint specific learning and behavior difficulties	New referrals. New admissions. As and when needed	Inclusion Team
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