



Integrated Management System

Document ID

AD3/EA

Revision No.

2

Issue Date

06-June-2025

Quality Procedures for Assessment policy

Integrated Management System (IMS)

Assessment Policy



This Document has been reviewed and approved by:

Name	Position	Signature
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Revision History of the Document

Revision No.	Issue Date	Summary of Changes	Responsibility	References
1.0	01-Sep -2024	Initial Edition	SLT	
2.0	06-June 2025	First Edition	SLT	
3.0	10- April 2026	Second Edition	QAR	

This document has been approved by the School Management System

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Page 1 of
26

Table of contents

1-Rationale	3
2-Purpose	3
3-Scope	3
4-Terms and definitions	4
5-Responsibilities:	6
<i>Senior Leadership Team</i>	6
<i>Assessment Lead</i>	6
<i>Teachers</i>	7
<i>Parents</i>	7
<i>Students</i>	8
6-Procedures	8
<i>A - Types of Assessments at NDPS</i>	8
<i>B - Grading System</i>	9
External Assessments	14
<i>CAT4 (Cognitive Abilities Test):</i>	14
<i>NGRT (New Group Reading Test):</i>	15
<i>Progress Tests (PTM, PTE, PTS):</i>	15
Cambridge primary Checkpoint Test	16
<i>C- Reporting to Parents</i>	19
Use of Assessment Data	19
7-Accountability	20
8-Review and update	20
9-Related forms and documents	20
10-References	28

1- Rationale

At **New Dawn Private School**, assessment is a fundamental component of the Teaching and Learning process. It serves as a valuable tool to understand and monitor each student's progress, identify areas for improvement, and ensure that all learners are supported in reaching their full potential. Effective assessment practices provide important feedback for both teachers and students, guiding future learning and teaching strategies.

The school believes that assessment should be **fair, inclusive, and focused on progress**, providing all students with the opportunity to demonstrate their Knowledge, Skills and Understanding (KSUs)

Through well-structured and timely assessment, we aim to ensure that every student receives the right support and challenge, fostering a culture of **academic excellence** and **continuous improvement**.

Our approach to assessment aligns with the values and goals of the **NCfE, MOE**, and the **Cambridge Primary Curriculum**, and is designed to meet the needs of every learner at New Dawn Private School, helping them to achieve success both academically and personally.

In the Early Years Foundation Stage (EYFS), assessment is embedded in everyday interactions, observations, and play-based experiences, guided by the EYFS Framework and Development Matters. This ensures a holistic understanding of each child's development and supports their individual learning journey from the earliest stage.

2- Purpose

The **purpose** of the **Assessment Policy** is to:

- **Monitor Progress:** Provide a clear and systematic approach to assessing student progress in a way that enables both teachers and students to identify strengths, areas for development, and strategies for improvement.
- **Support Learning:** Use assessment as a tool to support ongoing teaching and learning. Assessments will inform planning, guide differentiated instruction, and ensure that all students are supported in their learning journey.
- **Foster Reflective Learners:** Encourage students to reflect on their learning and progress, promoting self-awareness and ownership of their educational development.
- **Ensure Fairness and Inclusivity:** Ensure that all students, regardless of their ability or background, have equal opportunities to demonstrate their knowledge and skills in a variety of assessment formats.
- **Provide Constructive Feedback:** Deliver timely and actionable feedback to students and parents that is specific, clear, and focused on areas for improvement, as well as celebrating successes.

- **Evaluate Teaching Effectiveness:** Allow the school to evaluate the effectiveness of teaching strategies and curriculum delivery, ensuring that the needs of all learners are met.

3- Scope

This Assessment Policy applies to all aspects of student assessment at New Dawn Private School,

The policy covers the assessment of all students across Primary and Lower Secondary phases (Key Stage 1,2 and Key Stage 3). It applies to students of all abilities, ensuring that assessments are adapted to meet the needs of individual learners, including those with additional learning needs or gifted and talented students.

4-Terms and Definitions

Term	Definition
Assessment Plan	A whole-school framework outlining how learning is assessed across the year, including baseline, formative, summative, and external assessments , ensuring alignment with curriculum and KHDA requirements
Assessment	A process of finding out what students already know, what they have learned, how they have learned it and how they apply it
Internal Assessment	Formative and summative assessment tasks and tools created by the school and its teachers
External Assessment	Evaluative tests given by an independent organisation other than the school, intended to measure students' achievement and to externally validate their performance levels
International Assessment	Standardised external tests developed by global organisations (e.g. OECD, IEA) to measure student performance against international benchmarks. They are a key component of the UAE National Agenda, used to evaluate the quality of education and ensure alignment with global best practices across schools, such as TIMSS/ PIRLS/ PISA
TIMSS	Trends in Mathematics and Science Study, a test for students in Year 5 and 9 every four years
PIRLS	Progress in International Reading Literacy Study, a test of knowledge and skills for students in Year 5
PISA	Programme for International Student Assessment, a test of knowledge and skills for 15-year-old students in reading, mathematics and science
Attainment	The curriculum standards that students have reached, usually described by using numbers, letters or adjectives
Formative Assessment	Regular oral or written evaluation of students' learning, including oral or written feedback on how to improve

Summative Assessment	A formal process at the end of a unit of work, term or school year, often taking the form of examinations or internal tests, after which a number, letter or adjective is used to designate how well students have achieved the curriculum expectations
Pre Unit Assessment	Pre-assessment conducted before the start of a new unit or topic to assess students' prior knowledge, skills, and learning gaps. This type of assessment helps teachers plan lessons that address the needs of all students.
Post Unit Assessment	An end-of-unit assessment measuring achievement of learning objectives and progress from pre-assessment
Standardised Assessment	Assessments that are administered and scored in a consistent way across all students, providing a benchmark for comparison against established standards. These assessments are used to measure student achievement relative to national or international standards.
Peer Assessment	A process whereby students evaluate the quality of their own and others' work
Self-Assessment:	An assessment in which students reflect on and evaluate their own work or progress. This encourages students to take responsibility for their learning and understand their strengths and areas for improvement.
Feedback	Information provided to students regarding their performance on assessments. Feedback is constructive and should focus on both strengths and areas for development, guiding students on how to improve.
CAT4	Cognitive Abilities Test (UK) of reasoning ability, not curriculum content. Also Canadian Achievement Test of curriculum content
Assessment for Learning (AfL)	An approach to assessment that focuses on using assessments to inform and improve teaching and learning. It involves continuous feedback, self-reflection, and adapting lessons to meet students' needs.
Assessment of Learning (AoL):	Summative assessment used to measure the level of student achievement after a period of learning. This typically includes formal tests, projects, and assignments that contribute to overall grades.
Differentiated Assessment	Assessment that is adapted to meet the varied needs, learning styles, and abilities of students. Differentiated assessments allow all students to demonstrate their understanding in ways that best suit their individual needs.
Targeted Support	Additional help or intervention provided to students who are identified as needing extra support to achieve the learning objectives. This support may be in the form of personalised teaching, resources, or additional practice.
Data mentoring	Regular collection and systematic analysing of data that enables tracking/monitoring of student and school performance
Progression	The process of students advancing in their learning in a coherent, logical way, building on previous knowledge and skills. Progression ensures that students continue to develop and are challenged at an appropriate level.
Assessment Criteria	Specific, measurable standards used to evaluate student performance during assessments. These criteria help to define what constitutes success for each learning objective.
Moderation	The process of ensuring that assessments are consistent, fair, and aligned with learning objectives and national standards. Moderation involves comparing and

	reviewing student work to ensure that assessments are accurately and reliably scored.
Grading System	The Grading System is a standardised method of reporting student attainment using a scale from 1 to 9 , where 9 represents the highest level (Mastery) and 1 the lowest (Emerging) . Each grade is linked to defined percentage ranges and descriptors to ensure consistent, clear, and accurate reporting of student performance .

5-Responsibilities

5.1-Board of Governors (BOG)

The Board will:

- Ensure that the **Assessment Policy is robust, compliant, and aligned with KHDA, MOE, and international best practice expectations**.
- Monitor that all assessment procedures are **implemented consistently and effectively across the school**.
- Be fully informed of, and conversant with, both:
 - **Statutory External Assessment Systems**.
 - The school's **internal Assessment framework and Profile**, ensuring these provide a comprehensive view of student performance.
- Ensure that assessment systems **accurately capture attainment and progress for all groups of learners**, including Students of Determination, EAL learners, Emirati and high attainers specifically Gifted and talented.
- Hold school leaders rigorously to account by:
 - **Critically analysing assessment data**
 - Challenging underperformance
 - Ensuring measurable improvement in both **student outcomes and staff effectiveness**
- Ensure that assessment outcomes are used strategically to inform:
 - School improvement planning, SEF and action plans
 - Resource allocation wherever is needed
 - Curriculum and teaching development
- **Ensure that the Assessment Policy is reviewed annually** to maintain alignment with KHDA, MOE, and international best practices, and updated where necessary to reflect changes in assessment requirements and school priorities.

5.2-Quality Assurance Representative

The **Quality Assurance Manager** is responsible for:

- Ensure that the **Assessment Policy and procedures are controlled** and supported by clear, documented processes
- Review and standardise assessment documents to ensure alignment with KHDA and MOE regulations and School requirements
- Ensure that the **Assessment Policy and procedures are communicated** to all stakeholders
- Ensure that all staff members are trained on assessment implementation, including Pre, Formative, Post, and Summative assessments & External assessments (CAT4, NGRT, Progress Tests)
- Promote awareness of **assessment standards, expectations, and best practices** across the school
- Ensure that assessment procedures are **implemented correctly and consistently** across all subjects and phases
- Monitor adherence to approved assessment processes in daily practice, including Assessment design / Assessment Administration and Marking and moderation
- Conduct **Deep Dive reviews** focusing on: Assessment quality /Data accuracy /Alignment with curriculum and learning objectives
- Identify gaps and areas for improvement in: Assessment practices /Data handling /Reporting processes
- Ensure proper implementation of **corrective and preventive actions (CAPA)** related to assessment
- Follow up on identified issues to confirm: Resolution /Sustained improvement
- Oversee the **quality assurance of assessment data processes**, to ensure accuracy, consistency and reliability of reported outcomes
- Share report findings with **BOG and SLT**

- Ensure that the **Plan–Do–Check–Act (PDCA) cycle** is effectively implemented within assessment practices to support continuous improvement
- Support the assessment team in: Analysing performance data /Enhancing the effectiveness of assessment systems and Improving student attainment and progress outcomes.

5.3-Senior Leadership Team:

Senior Leadership Team members are responsible for ensuring that assessment practices are effectively implemented, monitored, and continuously improved. This includes:

- Secure full alignment of assessment design with KHDA and MOE requirements.
- Assessment practices are **fully compliant with the approved Assessment Policy and curriculum requirements**
- Assessment design is **aligned with learning objectives, curriculum expectations, and approved assessment frameworks**
- All assessment types (**Pre, Formative, Post, End of Term, and External assessments**) are implemented in line with the approved policy
- Assessment is **consistently planned and implemented** across all subjects and phases to support high-quality teaching and learning
- Assessment practices are effectively used to **support personalised learning**, including differentiation for all learners
- Assessment data is **accurately collected, analysed, and used** to inform teaching, learning, and student progress
- The implementation of assessment practices across the school is **regularly monitored** to ensure consistency /Improve student outcomes and strengthen teaching practices
- External assessments (**CAT4, NGRT, Progress Tests, and other standardised assessments**) are implemented in line with **approved procedures and testing windows**
- Holding staff accountable for accurate assessment practices and student progress and attainment

5.4-Assessment Lead:

The Assessment Lead Responsibilities are:

- Ensure a **coherent and consistent assessment framework** across all phases
- Oversee all aspects of assessment, including Pre-assessment /Formative assessment /Post-assessment /End of Term (EOT) assessments and External assessments

- Ensure alignment with: **Cambridge assessment frameworks /National Curriculum of England (NCfE) and MOE and KHDA requirements**
- Monitor Assessment implementation /Accuracy and consistency of marking and reliability of assessment outcomes
- Ensure that the **NDPS assessment structure** is followed rigorously, including Alignment between pre and post assessments /Use of approved templates and marking schemes
- Support teachers in design the assessment /assessment cycles Implementation /Use of assessment to support teaching, learning and differentiation
- Oversee the implementation of: External assessments (CAT4, NGRT, Progress Tests) Assessment schedules and procedures
- Ensure that assessment data is: Accurately collected /Analysed by the designated data analysts /Quality assured before reporting
- Monitor the use of assessment data to Inform teaching and learning and support student progress and attainment
- Ensure that assessment practices are regularly reviewed and improved, and that findings from evaluation processes are used to refine assessment systems

5.5-Assessment Officer

The Assessment Officer responsibilities will be:

- Prepare and share the **internal assessment calendar** with the Assessment Lead for review and approval.
- Prepare and share the **external assessment schedule** in alignment with the timelines provided by external assessment providers (e.g. GL, Cambridge), ensuring submission to the Assessment Lead for approval within the specified windows.
- Ensure that all assessment schedules are: Accurate /Clearly structured /Fully aligned with school requirements and external timelines
- Share the **approved assessment calendar** with all staff, ensuring: Clear, transparent, and timely communication, full understanding of expectations, timelines, and procedures
- Ensure that the assessment calendar is uploaded to the designated school platforms (e.g. Teams/SharePoint/ Dojo) and accessible to all relevant stakeholders
- Share the **assessment calendar with parents through official mails**, ensuring clarity and transparency regarding assessment timelines.
- Ensure that all **student data uploaded onto external assessment platforms** is: Accurate complete /verified prior to assessment administration
- Generate and prepare all required **access credentials and access cards** for online assessments in advance of testing sessions.
- Ensure readiness of all digital platforms prior to assessment administration.

- Ensure that all required **assessment materials (including printed papers)** are: Prepared accurately /Organised per class/section in secure safe room/ Distributed to teachers **at least 15 minutes prior to the assessment**
- Ensure availability and functionality of: Printed materials /Assessment resources such as (Blank papers, Pencils, calculators) whenever is needed
- Ensure that **internal assessment instruction posters** are: Clearly displayed in all classrooms /Visible and accessible to both teachers and students
- Ensure that all staff and students are fully aware of assessment procedures and expectations and consistently following school assessment protocols
- Conduct **regular rounds during assessment sessions** to ensure: All procedures are being followed correctly /Assessment conditions are appropriate and consistent /Any issues are identified and addressed promptly.

5.6- Teachers:

Teachers are responsible for:

- Familiarise themselves fully with the **approved Internal and External assessment calendar (Document No.F001)** as shared by the **Assessment Officer**
- Adhere strictly to all **scheduled assessment dates and deadlines** and fully complying with all timelines outlined in the calendar
- Draft assessment papers using the approved assessment paper template **(Document No.F002)** and assessment paper guidelines **(Document No.F003)** for Subject Leader approval.
- Ensure all assessment papers must be **Learning Objective-driven** /Directly linked to taught curriculum content
- Ensure all questions must be derived from **approved and standardised sources**, including Cambridge Progression Tests /Cambridge Checkpoint-style questions /SAT-style questions/ Curriculum authorised resources
- Ensure assessment must include Knowledge-based questions /Application tasks /Higher-order thinking questions
- Administer assessments in strict accordance with school procedures and instructions **(Document No.F004)**.
- Ensure fairness, consistency, and integrity during assessment administration
- Maintain appropriate assessment conditions
- Set the timer on smart screens and ensure students are aware of assessment time duration.

- Consistently apply the **approved by Subject Lead the marking schemes** when marking assessment papers, in order to guarantee fairness, accuracy, and standardisation across the school.
- Conducting systematic **moderation and marking scrutiny** to validate the reliability of judgements
- Sampling marked scripts across classes and year groups to ensure **consistency of standards** and the agreed protocol is 30% of each cohort random assessment papers to be moderated and moderations form to be filled (**Document No.F005**).
- Addressing discrepancies promptly and implementing corrective actions where required
- Providing targeted training and guidance to staff to strengthen **assessment literacy and marking accuracy**
- Maintaining documented evidence of marking standardisation as part of the school's **quality assurance processes**
- Provide **timely, precise, and actionable feedback** with clear identification of: Strengths /Misconceptions /Next steps for improvement
- Accurately record and analyse all internal assessment data
- Use data to inform: Lesson planning /Differentiation /
- Intervention strategies
- TARR Cycle (NON-NEGOTIABLE INTERVENTION REQUIREMENT) (**Document No. F046**)
- Where **40% or more of students are achieving below curriculum standards(below Stanine 5)** in any assessment:
 - Teachers **must implement the TARR cycle** for the least mastered Learning Objectives:
 - **Teach** – Deliver targeted teaching addressing identified gaps
 - **Assess** – Check understanding through focused assessment
 - **Reteach** – Provide additional instruction to address misconceptions based on the assessments results data
 - **Reassess** – Evaluate improvement and ensure mastery by resetting the assessment to ensure the learning gaps are bridged and learning is secure
 - Maintain accurate and up-to-date records using school tracking systems/ ISAMS
 - Monitor student progress regularly
 - Provide accurate and meaningful information during reporting cycles

6-Procedures:

6.1 Assessment Planning and Calendar

- At the beginning of the academic year the Assessment Lead and SLT will approve the proposed by Assessment officer termly **Assessment Calendar (F001)** including baseline, Pre, Post, EOT, and External assessments
- Ensure alignment with **Curriculum mapping (Cambridge/UK framework)** and **External testing windows (GL / KHDA requirements)**.
- Assessment Lead will share the approved calendar with All staff via **official email**.
- Assessment Lead will conduct **departmental meetings** to explain timelines /clarify expectations and highlight non-negotiables
- Assessment lead will track data weekly the adherence to assessment timelines and follow up immediately on: Delays or non-compliance.

6.2 Baseline Assessment Procedures

- Assessment lead and based on shared Assessment calendar will ensure that baseline Assessments are conducted for the following core subjects: **English /Mathematics /Science /Arabic /Islamic Studies**.
- Ensure baseline is conducted during **Week 3 of September** every academic year.
- Schedule assessments in the **first two lessons of the day**.

Year 1 & 2

- Year 1 and Year 2 teachers will design baseline papers for: English, Mathematics, Science, and Arabic.
- Teachers will use the **approved assessment template**.
- Teachers, curriculum and Assessment leads will ensure that assessment papers are complying with curriculum **Expected Learning Objectives**
- Teachers will submit through mails the assessment papers to the **Subject Lead for approval** before printing.

Year 3 to 8

- Ensure administration of **Cambridge Progression Tests (Eng/Maths/Science)**
- Confirm Correct stage-level papers are used such as Year 4 students will write **Cambridge Stage 4 Progression Test**
- Plan for Re-administration the same assessment paper at end of year.

Baseline administration

- Conduct over **2 consecutive days**:
 - Day 1 → Paper 1
 - Day 2 → Paper 2 (Only for Cambridge Progression Test Yr 3 to Yr 8)
- Ensure: Standardised conditions such as No teacher support /Consistent timing through the share assessments protocol posters in classrooms

Completion Check

- Ensure all students completed assessments
- Organise make-up sessions for absentees

6.3 GL Assessments procedures

CAT4 / NGRTA, B, C / PTs

Pre-Implementation Planning

- Assessment lead /SLT will meet with the **Assessment Officer** to:
 - Confirm that the **official CAT4 / NGRTA, B, C / PTs testing schedule** is finalised according to the GL- KHDA shared testing windows.
 - Ensure the external assessment schedule is **communicated to all staff via email**
 - Ensure **parent communication about assessment requirements and timings** is shared through the **weekly published school newsletter**

Data Preparation and Verification

- Assessment Lead will coordinate with the Assessment Officer to ensure:
- All **class lists** are fully uploaded and aligned with the **GL Assessment online platform (Test wise)**.
- All class lists are accurate and complete (student names, IDs, gender, nationality, class section)
- All students are correctly identified including:
 - **Students of Determination (SEN)** → marked as Yes
 - **Emirati students** → marked as Yes
- Ensure that any discrepancies in data are identified and corrected **prior to test administration**.

Access Credentials Verification

Assessment Officer will :

- Generates all **student access cards (login credentials)**
- Cross-checks and **matches all credentials with the student list**
- Verifies that: No missing students /No duplicate or incorrect credentials.

Implementation Planning

- Assessment Officer will prepare and after SLT approval will share a **detailed daily CAT4/NGRT/PT implementation schedule** with all teachers, including dates and timings /classes involved /room or Labs allocations /staff responsibilities
- Assessment officer will ensure all staff understand testing procedures /roles and responsibilities /expectations for maintaining **standardised conditions**.

Test Administration Monitoring

- Assessment officer and assessment lead will daily monitor external assessment implementation to ensure all scheduled sessions are conducted effectively /testing conditions are consistent and controlled
- Assessment officer will ensure immediate support is provided for technical issues /student access problems.

Daily Tracking and Follow-Up

- **Assessment Officer** will submit a **daily report** including List of **absent students** /List of **students who did not complete the test** to Assessment Lead/ SLT
- Assessment Lead will based on the report, plan **make-up sessions** for absentees to ensure **100% student completion**.
- Assessment Lead will ensure assessment data is ready for analysis to be shared with teachers and SLT for further use in target setting /Differentiation teaching and learning /student profiling and intervention planning.

6.4 Pre- and Post-Assessment Cycle

- Assessment officer will ensure that teachers administer the Pre unit assessment at **start of each unit (≈4 weeks)** based on shared internal assessment calendar and use same **LOs based on Unit Structure**
- Pre assessment unit tests are not used for grading purposes but as a starting point for the unit.
- Assessment officer will ensure teachers conduct weekly: Mental Maths /Spelling /Reading checks /Writing tasks/Quizzes, etc.
- Assessment officer will ensure that marks are recorded on the school internal data system on the AfL trackers / School portal.
- Assessment officer will Ensure that Post assessments tests are conducted at end of unit complying with the shared internal assessment calendar.
- Assessment Lead will ensure that post assessment results are used for progress measurement / use TARR whenever is needed and based on the result/ teacher's reflections as part of curriculum regular review/Grading system.

- Assessment lead will ensure teachers analyse: Pre vs Post results using the **Pre-post-Target** Excel Tracker **(F007)** to set targets, measure progress, identify any learning gaps so TARR cycle to be implemented.

6.5 Summative Assessment (EOT)

- Assessment Officer will prepare and share **Topics List Template** with all teachers to fill it.
- Assessment officer will ensure teachers clearly list all **topics and Books page numbers related covered during the term** then submit the completed document for review and approval.
- Assessment officer will review all submitted topics lists and ensure full alignment with curriculum coverage /accuracy and clarity.
 - Assessment Lead will approve the final version and share it with SLT/ MLT/ Teachers.
 - Once approved, the Assessment Lead must ensure that the **Topics List is shared with parents** through official communication channels (e.g. newsletter / Teams / Dojo) at **least 3 weeks prior to the EOT assessment date**
- Assessment officer will follow up immediately on missing submissions, any Delays in communication

6.6 Data Analysis and Quality Assurance

Phase 1: Data Analysis (Responsibility: Attainment & Progress Data Analysts)

- The **Attainment and Progress Data Analysts** is responsible for analysing all assessment data after each assessment cycle, including:
 - Attainment
 - Progress (Pre vs Post / Termly / External benchmarks)
 - Identification of learning gaps (class, subject, year group level)
- Analysts will produce class-level analysis /year group analysis /whole-school analysis and EAL / Emirati/ SEN/ G&T groups

Phase 2: Submission to Assessment Lead (Quality Assurance Stage)

- All analysed data must be: Submitted to the **Assessment Lead** for review
- The Assessment Lead must conduct **quality assurance checks** to ensure: Accuracy of analysis and consistency across subjects and year groups and alignment with internal and external benchmarks

Phase 3: Approval and Validation

- The Assessment Lead must Approve the final analysed data before any reporting and return reports for correction if: Errors are identified or Inconsistencies are found

6.9 Reporting Procedures:

Phase 1: Report Preparation

- Following approval, the **Attainment and Progress Data Analysts** must prepare formal reports, including Class reports /sections reports /Whole-school reports /Groups reports (SEN/EAL/ Emirati/ G&T)

Phase 2: Assessment Lead Review and Approval

- The Assessment Lead will review all reports to ensure: Accuracy /Clarity /Alignment with approved data
- The Assessment Lead will approve reports prior to sharing.

Phase 3: Communication and Dissemination

- Once approved by Assessment lead, all reports will share with **SLT** for strategic decision-making /Sharing it with **teachers** for instructional planning /Intervention implementation/target setting /school improvement planning.

6.10 Moderation and Standardisation

- Assessment Lead will schedule termly moderation meetings and share the dates with SLT/ MLT and teachers.
- Middle leadership team will conduct department moderation and Cross-phase moderation.
- Middle leadership team will ensure Alignment with grading system and consistent teacher judgement

6.11 Monitoring and Quality Assurance

- **Assessment Officer will monitor closely and on a weekly** assessment completion tracking
- **Assessment Lead and MQR will Half-termly monitor the** assessment audits & book scrutiny done by Middle Leadership Team.
- **Assessment Lead will termly monitor** data system and review the impact.

6.12- Staff Training

- Assessment Lead will provide training on Assessment design /AfL strategies /Data analysis
- Assessment Lead will provide coaching /Follow-up support based on needs.

A- Types of Assessments at NDPS:

- Entrance Assessment:

At NDPS, as part of the admission process, all students are required to take an entrance test in Mathematics, English, and Arabic (for Arab students). This helps ensure that each student has the foundational skills needed to succeed in their academic journey at the school.

- Baseline Assessment:

At the beginning of each academic year, NDPS conducts a baseline assessment to determine each student's starting point in core subjects: English, Mathematics, Science, (Cambridge Progression Test Year 3 to Year 8) Arabic, and Islamic Studies. This allows the school to tailor instruction to meet individual needs and ensure that every student receives the appropriate level of support and challenge in their studies.

In the EYFS, baseline assessments are conducted through observation and play-based activities in line with the EYFS Framework and Development Matters, providing insights into each child's developmental stage across the prime and specific areas of learning.

- Phonics Screening:

The phonics screening for KS1 and Lower KS2 is designed to assess students' ability to decode words using phonics knowledge. In KS1, particularly Year 1&2 the screening includes reading a list of 40 words some real and some pseudo-words to check how well students can apply their phonics skills. This helps identify students who may need additional support in reading. For Lower KS2, phonics screening may be conducted for those still requiring improvement in phonics proficiency, ensuring foundational reading skills are solidified for continued literacy development.

- Phonics Phase level Assessment

Phonics assessments are conducted regularly from **EYFS to Year 2** to monitor progression through the (Twinkl) **Letters and Sounds phases**. In **EYFS**, children are assessed on **Phases 1–3**, focusing on sound recognition, blending, and segmenting. In **Year 1**, assessments cover **Phases 3,4 and 5**, supporting more complex decoding and preparing students for internal phonics checks. By **Year 2**, children review phase 5 and consolidate **Phase 6**, applying advanced phonics knowledge in reading and spelling. These assessments inform targeted support, guided reading, and intervention planning across all year groups.

- Reading Assessment

Reading assessments are conducted regularly from **EYFS to Year 2** to monitor decoding, fluency, and comprehension. In **EYFS**, assessments focus on **phonics progress, story recall, and early comprehension**, gathered through observations and guided reading. In **Year 1 and Year 2**, more structured assessments such as **running records, benchmarking, and**

comprehension tasks are used to track reading level progression. To support this, **external reading assessments** are also conducted in the primary phase to validate internal judgments and ensure alignment with curriculum standards. Assessment outcomes inform reading groupings, interventions, and home reading strategies.

- **Unit Assessments:**

- A) Pre-Assessment B) Post-Assessment**

To ensure a holistic understanding of each student's progress throughout the school year:

- **Pre-Assessment:**
Before the start of each teaching unit, a pre-assessment test is administered. These tests are designed to gauge the prior knowledge of students and help tailor instruction to their needs.
 - Pre-assessment data will **not** be shared with parents. This is intended for internal use by teachers to design effective learning strategies.
- **Post-Assessment:**
After completing each teaching unit, students will take a post-assessment test. This assessment evaluates the knowledge and skills acquired during the unit and tracks each student's progress from the pre-assessment.
 - Post-assessment data will be shared with parents as part of regular progress reporting to ensure transparency and engagement in the learning process.
- **Formative and Summative Assessments**
Variety of assessment methods are utilised to support and inform student learning:
 - **Formative Assessments:** Ongoing assessments throughout the learning process, such as quizzes, in-class discussions, observations, and peer/self-assessments. Formative assessments provide real-time feedback to students and guide instruction.
 - **Weightage:** Formative assessments account for **60%** of the overall assessment for KS1&2 and **50%** of the overall assessment for KS3.
 - **Summative Assessments:** Summative assessments are conducted at the end of a learning period (e.g., end-of-term exams, final projects). These assessments summarise the student's learning and contribute to their final grade.
 - **Weightage:** Summative assessments account for **40%** of the overall assessment, conducted at the end of each term for KS1&2 and **50%** for KS3

B- Grading System

NDPS follows the grading scale from **9** to **1**, where:

Grade Descriptors			
Stanine	Internal Attainment Percentage	Judgement	Descriptors
9	90-100%	Mastery	Learners working at Mastery show a deep, confident and skillful understanding of the year-group expectations. They can explain their thinking clearly, apply skills independently in new or challenging contexts, and consistently produce high-quality work. Their learning is fluent, accurate, and sustained over time.
8	85- 89%	Exceeding	Learners who are Exceedingly confidently meet all year-group expectations and often go beyond them. They apply skills independently, make strong connections between ideas and tackle more advanced tasks with success. Their work shows a high level of accuracy and detail.
7	75-84%		
6	65-74%		
5	55-64%	Secure	Learners with Secure attainment levels meet the year-group expectations for their age. They understand the key concepts taught and can apply these skills with increasing independence. Some support may still be needed for more challenging tasks, but overall, they are on track for their year group.
4	45-54%	Developing	Learners who are Developing are beginning to grasp key concepts but do not yet meet all year-group expectations. They can complete tasks with guidance and demonstrate growing confidence. Continued targeted support and regular practice will help them move towards being secure.
3	35-44%		
2	20-34%		
1	0-19%	Emerging	Learners who are Emerging are working below year-group expectations and require significant support to understand new learning. They are developing early skills and knowledge, and small steps of progress are closely monitored. With consistent support at school and home, they will continue to build the foundations needed for further learning.

- External Assessments

In addition to the internal assessments used to measure student progress, the school also administers a range of external assessments. These assessments provide valuable data for benchmarking student progress against wider national and international standards and are conducted in specific testing windows agreed upon by **GL Assessment/ Cambridge Education and Assessment** and **KHDA**. Below is a detailed overview of each external assessment:

CAT4 (Cognitive Abilities Test):

- **Purpose:** CAT4 is designed to assess students' cognitive abilities across verbal, non-verbal, quantitative, and spatial reasoning. It does not measure academic knowledge but rather the potential to learn and reason in different ways.

- **Targeted Year Groups:** Administered in various year groups, typically starting in Year 2 and periodically thereafter.
- **Usage:** Results from CAT4 help identify student learning preferences and potential, allowing for tailored instruction and support. It also serves as a predictor of future academic success.

NGRT (New Group Reading Test):

- **Purpose:** The NGRT assesses reading ability and comprehension. It provides a reading age and helps identify areas where students may need support in literacy.
- **Testing Levels:** NGRT is a fully adaptive, standardised termly assessment that measures primary students' reading skills against the national average. It supports early literacy development and helps identify reading challenges accurately and efficiently.
- NGRT assesses sentence completion and comprehension skills, helping pinpoint reading difficulties. As a termly assessment, it enables regular monitoring of progress and the effectiveness of interventions
- **Targeted Year Groups:** Typically administered in Years 1 through 6.
- **Usage:** Results guide reading interventions and instructional planning, ensuring that students develop strong literacy skills. It tracks reading progress and benchmarks against national standards.

• Progress Tests (PTM, PTE, PTS):

○ PTM (Progress Test in Mathematics):

- **Purpose:** Measures mathematical knowledge and understanding, including numeracy skills, mental math, and problem-solving.
- **Targeted Year Groups:** Administered annually from Year 1 to Year 6.

○ PTE (Progress Test in English):

- **Purpose:** Assesses reading comprehension, spelling, grammar, and writing skills.
- **Targeted Year Groups:** Administered annually from Year 1 to Year 6.

○ PTS (Progress Test in Science):

- **Purpose:** Assesses understanding of key scientific concepts and knowledge in biology, chemistry, and physics.
- **Targeted Year Groups:** Administered annually in Years 3 to 6.
- **Usage:** These progress tests provide a clear picture of student achievement in core subjects, enabling teachers to track improvements year on year and compare student performance against established benchmarks. The results also help in identifying areas for additional support or enrichment.

Attached are the testing windows for all external assessments in UAE for 2025-2026

Dubai

Introduction

| Testing windows

Testing windows

Reading skills testing with
NGRT – academic year 2025-26

Potential to Learn Testing with
CAT4 – academic year 2025-26

Benchmark testing with the PT
Series – academic year 2025-26

Assessment	Window Opens	Window Closes
NGRT Form A	25th August 2025	17th October 2025
CAT4	25th August 2025	21st November 2025
NGRT Form B	5th January 2026	13th February 2026
NGRT Form C	12th April 2026	20th May 2026

Note: In the agreement between GL Assessment and the KHDA (Knowledge and Human Development Authority), school principals are required to sign a contract that confirms school management is fully informed, aware, and in agreement that the school's data will be shared directly with KHDA. This arrangement ensures transparency and cooperation between the school and KHDA in managing and utilising the data effectively.

Cambridge Primary Checkpoint Test:

The Primary Checkpoint test at NDPS is a standardised assessment provided by Cambridge Assessment. It evaluates students' progress in key subjects like English, Mathematics, and Science at the end of the primary stage (Year 6). This test helps measure their academic development against British educational standards and provides valuable insights into areas where further support may be needed. The results guide teaching strategies, ensuring that each student is well-prepared for the next stage of their education.

Cambridge Secondary Checkpoint Test:

The Secondary Checkpoint test at NDPS is a standardised assessment provided by Cambridge Assessment. It evaluates students' progress in key subjects like English, Mathematics, and Science at the end of the Secondary stage (Year 9). This test helps measure their academic development against British educational standards and provides valuable insights into areas where further support may be needed. The results guide teaching strategies, ensuring that each student is well-prepared for the next stage (IGCSE/A Level) of their education.

C- Reporting to Parents:

At the end of each term, New Dawn Private School provides parents with a detailed report that includes a comprehensive overview of their child's progress. The report includes:

- **Homeroom Teacher's Feedback:** An insightful narrative on the student's overall performance, strengths, and areas for improvement.
- **Grades for Each Subject:** A clear evaluation of the student's academic achievements across all subjects.
- **Next Term's Targets:** Specific, actionable goals for the upcoming term to guide student development.

- **Evaluation of Attendance:** A summary of the student's attendance throughout the term.
- **Assessment of Effort, Attitude to Learning, and Behaviour:** An evaluation of the student's commitment to learning, attitude in class, and behaviour, providing a holistic view of their development.

NEW DAWN					
Student ID Number	Class	Student Name			
STD00272	1A	Norah Liz Ricky			
COGNITIVE ABILITIES TEST - CAT4					
Verbal Stanline	Quantitative Stanline	Non-Verbal Stanline	Spatial Stanline	Mean SAS	CAT4 Parent Reports
Shared via email .					
NEW GROUP READING TEST - NGRT					
NGRT Form A Stanline					
NGRT A Stanline	NGRT Form B Stanline	Progress from NGRT A to NGRT B	NGRT Form C Stanline	Progress from NGRT B to NGRT C	
1					
Arabic Benchmark Mark Test / IBT To be administered in Term 2					
Strands	Reading Attainment	Listening Attainment	Writing Attainment	Speaking Attainment	IBT Overall Attainment
NA	NA	NA	NA	NA	NA
CAT4/NGRT/GL Progress Test Assessment Descriptors					
Stanline	Percentiles from External Assessments	Corresponding SAS	Descriptors		
9	97 or higher	127 or higher	The student demonstrates exceptional performance in the tests. The students are highly capable and may possess advanced skills or knowledge.		
8	90-96	119-126	The student demonstrates a high level of achievement and reflects significant academic proficiency.		
7	78-89	112-118	The student demonstrates solid performance in the tested subject. This signifies a commendable above average performance.		
6	59-77	104-111	The student represents the above average level of achievement and implies that the student possesses solid skills and knowledge. This indicates a strong level of proficiency.		
5	41-58	97-103	The student represents an average level of achievement and implies that the student possesses good skills and knowledge. This indicates a secure level of proficiency.		
4	23-40	89-96	The student represents below average level of achievement. This reflects performance that is below the average level and student may require additional support and intervention to improve their skills and knowledge.		
3	12-22	82-88	The student is performing significantly below-average level of achievement. This indicates that the student needs targeted assistance to bridge learning gaps.		
2	5-11	74-81	The achievement is well below the average range and emphasizes the need for intensive assistance to help the student make progress.		
1	4 or under	73 or under	The student's performance is significantly below the expected standards and indicates gaps in knowledge. This performance highlights an urgent need for comprehensive assistance to facilitate progress in learning.		
Arabic Benchmark Assessment Descriptors					
Attainment	Descriptors				
Above	This descriptor indicates a high level of proficiency in the Arabic language. The student has demonstrated advanced skills and knowledge across the domains. This descriptor implies that the student has surpassed the expected standards for their level of Arabic language proficiency and exhibits a strong command of the language.				
In line	This descriptor indicates that the performance is in line with the expected standards of their level of Arabic language proficiency. The student's performance is in alignment with the benchmarks and foundation of the language.				
Below	This descriptor indicates the performance is lower than expected standards. This highlights the need for targeted assistance and remedial measures to bridge the gaps in their skills and knowledge across the domains.				
Attendance Descriptors					
Students have to maintain acceptable and above levels of attendance. Failure to adhere to the school attendance policy may risk loss of admission or retention for the following academic year.					
Outstanding	Attendance is 98% or higher. Students are punctual at school and attend lessons on time.				
Very Good	Attendance is at least 96%. Students almost arrive at school and to lessons on time.				
Good	Attendance is at least 94%. Students usually arrive at school and to lessons on time.				
Acceptable	Attendance is at least 92%. Students generally arrive at school and to lessons on time.				
Weak	Attendance is less than 92% and is at least 90%. Students consistently arrive late at school and/or to lessons.				
Very Weak	Attendance is less than 90%. Students consistently arrive late at school and/or to lessons.				

NEW DAWN					
STUDENT TARGET REPORT 2025-2026 // TERM 1					
Student ID Number	Class	Student Name			
Subjects	Term 1 Attainment Stanline	Term 1 Attainment Judgement	Term 2 Target Stanline	Term 2 Target Judgement	
English					
Mathematics					
Science					
Arabic A / B					
Islamic A / B / PSHE					
Humanities					
Art					
PE					
Music					
ICT					
Attendance Record					
Descriptors	Term 1	Term 1 Dates			
Present %	86%	from Monday 01/09/2025 to Friday 05/12/2025			
Present % Judgement	Very Weak				
Unauthorised Absence %	4%				
Authorised Absence %	10%				
Present % + Authorised Absence %	96%				
Present % + Authorised Absence % Judgement	Very Good				
Grade Descriptors					
Stanline	Internal Attainment Percentage	Judgement	Descriptors		
9	90-100%	Mastery	Learners working at Mastery show a deep, confident and skilful understanding of the year-group expectations. They can explain their thinking clearly, apply skills independently in new or challenging contexts, and consistently produce high-quality work. Their learning is fluent, accurate, and sustained over time.		
8	85-89%	Exceeding	Learners who are Exceedingly confidently meet all year-group expectations and often go beyond them. They apply skills independently, make strong connections between ideas and tackle more advanced tasks with success. Their work shows a high level of accuracy and detail.		
7	75-84%				
6	65-74%				
5	55-64%	Secure	Learners with Secure attainment levels meet the year-group expectations for their age. They understand the key concepts taught and can apply these skills with increasing independence. Some support may still be needed for more challenging tasks, but overall, they are on track for their year group.		
4	45-54%				
3	35-44%	Developing	Learners who are Developing are beginning to grasp key concepts but do not yet meet all year-group expectations. They can complete tasks with guidance and demonstrate growing confidence. Continued targeted support and regular practice will help them move towards being secure.		
2	20-34%				
1	0-19%	Emerging	Learners who are Emerging are working below year-group expectations and require significant support to understand new learning. They are developing early skills and knowledge, and small steps of progress are closely monitored. With consistent support at school and home, they will continue to build the foundations needed for further learning.		
Progress Key					
Above	The student is working beyond the curriculum expectations.				
In line	The student is working in line with curriculum expectations.				
Below	The student is working towards curriculum expectations.				

6- Use of Assessment Data

The data gathered from both pre- and post-assessment tests is used to:

- Measure individual progress and growth across each unit.
- Adjust teaching strategies to better meet student needs.
- Identify students who may need additional support, intervention or enrichment.
- Inform parents of student achievement through post-assessment data, which is shared during regular reporting periods.
- Triangulate internal and external assessment data to ensure a holistic understanding of each student's strengths, weaknesses, and areas for improvement.
- By combining internal assessments, such as formative and summative evaluations, with external benchmarks like CAT4 and Progress Tests, the school gains a comprehensive perspective on student progress. This approach allows to provide targeted interventions, personalised support, and a clear path for academic development, ensuring that every student's needs are effectively addressed and monitored.

	Where the learning is going	Where the learner is right now	How to get there
Teachers	1. Clarifying and negotiating learning intentions and criteria for success	2. Engineering effective discussions and other learning tasks that elicit evidence of student understanding.	3. Providing Feedback that moves learners forward
Peers		4. Activating students as instructional resources for each other	

7- Accountability:

Accountability for assessment at New Dawn Private School (NDPS) is clearly defined across all levels to ensure effective implementation, consistency of practice, and continuous improvement in student outcomes.

- **Board of Governors (BOG):** Hold overall strategic accountability for the effectiveness of the assessment system and its alignment with KHDA and MOE requirements.
- **Quality Assurance Manager (QMR):** Provides independent oversight of assessment practices, ensuring compliance with policy, consistency across the school, and effective implementation of quality assurance processes.
- **Senior Leadership Team (SLT):** Oversee the implementation of the assessment policy, monitor its effectiveness, and ensure high-quality assessment practices across all phases.
- **Assessment Lead:** Ensures consistency in assessment practices, oversees implementation, and supports the effective use of assessment data to inform teaching and learning.
- **Teachers:** Conduct assessments, maintain accurate records, use data to inform teaching, and provide timely feedback to support student progress.
- **Principal and Assessment Lead:** Are fully accountable for the overall quality of assessment practices and the effective use of data to drive instructional decisions.

8- Review and Updates

This policy will be reviewed annually to ensure it aligns with the school's goals and the evolving needs of our students. Adjustments will be made as necessary to continuously improve the assessment process.

9- Related forms and documents:

- EYFS Assessment Policy

- Marking and Feedback Policy.
- Curriculum Policy.
- Teaching and Learning Policy
- Attendance and Punctuality Policy
- Assessment profile
- Assessment Policy Forms

Preparation for Learning				
	Attendance	Behaviour	Attitude to Learning	Effort
Exceptional	Attendance is 99% or higher. Always in school on time	A role model for other students due to their excellent behaviour	- Never distracted, embraces challenges - Completes tasks above expectations - Seeks challenges and practises to mastery - Highly independent and curious	Goes beyond expectations in lessons and with home learning
Good	Attendance is 96% or higher. Very rarely late to school	Always meet the NDPS expectations for behaviour	- Rarely distracted, enjoys challenges - Completes tasks to expected level - Seeks challenges and perseveres - Usually independent and curious	Consistently good efforts with all work set
Room for improvement	Attendance falls below 96% or occasionally late to school.	Occasionally misses learning opportunities due to behaviour	- Sometimes distracted, faces challenges with effort : - Completes most tasks - Practises to understand concepts - Developing independence	Efforts is sometimes good, but not always consistently applied
Cause of concern	Attendance is below 90% or frequently late to school	Incidents of poor behaviour cause	- Often distracted, distracts others - Needs help with challenges and perseveres with support	Shows a poor attitude in lessons or to home learning

10-References:

https://web.khda.gov.ae/getattachment/b1e12d88-4c70-42cb-b5d3-1d3f51bc1e45/External-assessment-Guide_EN.pdf

This document has been approved by the School Management System

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Page 26 of
26