



Integrated Management System

Document ID

4AD.09

Revision No.

2

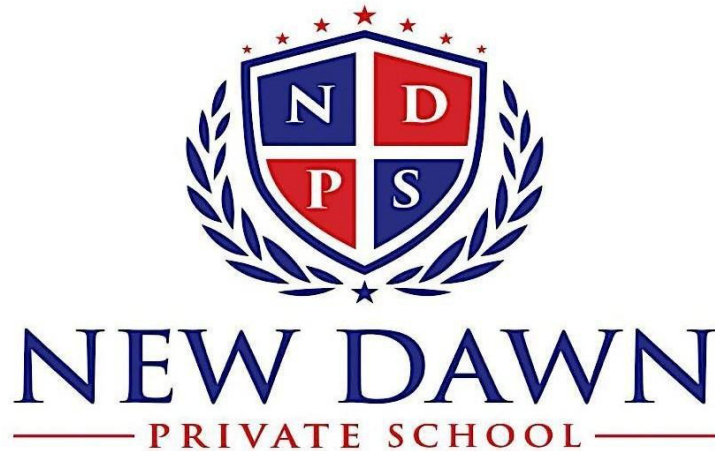
Issue Date

06-June-2026

Assessment Policy

Integrated Management System (IMS)

Assessment Policy



This Document has been prepared, reviewed and approved by:

Name	Position	Signature
Hiba Khateeb	Quality Assurance Representative	<i>Hiba</i>
Michael Hughes	Principal	
Samia Mughrabi	CEO	

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

The only approved and controlled copy of this document is the one available electronically on the school's network. Printing and distributing of this document is prohibited. Users must verify the Revision Number and Issue Date of the document before use.

Page 1 of
12

Table of Contents

1. Rationale
2. Purpose
3. Scope
4. Terms and Definitions
5. Responsibilities
6. Policy Requirements
7. Accountability
8. Review and Update
9. Related Forms and Documents
10. References

1. Rationale

At New Dawn Private School (NDPS), assessment is an integral part of high-quality teaching and learning. It enables teachers and leaders to understand what learners know, understand and can do, monitor progress over time, identify misconceptions and gaps in learning, and determine the most effective next steps to support achievement. Assessment informs curriculum planning, adaptive teaching, intervention, extension and whole-school improvement.

NDPS is committed to assessment that is fair, inclusive, purposeful, reliable and focused on progress. Assessment must provide every learner with an appropriate opportunity to demonstrate their knowledge, skills and understanding (KSUs), regardless of starting points, language proficiency, individual needs or prior attainment. It should support ambitious expectations for all learners while identifying where additional support, reasonable adjustments or further challenge may be required.

Assessment is not limited to formal tests or examinations. It is an ongoing process involving teacher observation, questioning, discussion, retrieval activities, analysis of learners' work, practical tasks, feedback and appropriately selected formal assessments. Effective assessment helps teachers understand the impact of their teaching and enables learners to recognise their strengths, understand their next steps and take increasing responsibility for their own learning.

In the Early Years Foundation Stage (EYFS), assessment is embedded in everyday interactions, observations and play-based experiences. Teachers and practitioners use their knowledge of each child, alongside appropriate assessment approaches informed by the applicable EYFS framework and relevant developmental guidance, to build a holistic understanding of children's communication, physical, personal, social, emotional and cognitive development. This supports responsive provision and recognises each child's individual learning journey.

As a British international school in the UAE, NDPS ensures that assessment practices align with the National Curriculum for England, relevant Cambridge curriculum frameworks, UAE Ministry of Education (MOE) requirements, Knowledge and Human Development Authority (KHDA) expectations and other applicable regulatory requirements.

Assessment also supports the school's wider educational aims. It enables leaders and teachers to evaluate curriculum effectiveness, identify differences in outcomes between learner groups, promote equality of opportunity and ensure that teaching and intervention are responsive to learners' needs. Assessment and feedback are conducted respectfully and constructively, supporting learners' confidence, wellbeing, independence and positive attitudes towards learning.

The school recognises that assessment should reflect the values promoted through its curriculum and wider school life. Learners are expected to demonstrate honesty, integrity, respect for others and responsible participation in assessment. Assessment arrangements must be transparent, appropriately adapted where necessary and free from unjustified barriers or discriminatory practice, in accordance with applicable UAE legislation and regulatory requirements.

Through effective assessment, NDPS seeks to develop a culture of academic ambition, evidence-informed decision-making and continuous improvement, ensuring that every learner is supported and challenged to achieve their full potential.

2. Purpose

This policy establishes a consistent framework for the planning, implementation, recording, analysis and review of assessment across New Dawn Private School. It aims to:

- **Monitor progress and attainment:** Establish an accurate understanding of learners' starting points, current performance and progress over time in relation to curriculum expectations and individual needs.
- **Inform teaching and learning:** Ensure teachers use assessment evidence to adapt teaching, address misconceptions, revisit prior learning, plan next steps and provide appropriate support or challenge.
- **Provide effective feedback:** Enable learners to understand what they have achieved, what they need to improve and how to make further progress through timely, specific and constructive feedback.
- **Ensure fairness and inclusion:** Provide equitable opportunities for all learners, including Students of Determination, learners who use English as an Additional Language (EAL), learners requiring additional support and those who are able, gifted or talented, to demonstrate their knowledge, skills and understanding.
- **Establish consistent expectations:** Promote a coherent approach to assessment across EYFS, Key Stages 1, 2 and 3, while recognising appropriate differences between phases, subjects and assessment purposes.
- **Support curriculum progression:** Evaluate whether learners are securing essential knowledge and skills and retaining and applying learning over time.
- **Use reliable assessment information:** Combine appropriate formative and summative evidence to build a balanced picture of achievement and avoid relying on a single assessment measure where a broader evidence base is required.
- **Identify gaps and misconceptions:** Enable timely intervention, additional practice, targeted support and appropriate extension.
- **Evaluate teaching and curriculum impact:** Support leaders in assessing the effectiveness of curriculum implementation, teaching strategies and improvement actions.
- **Support learner independence:** Encourage learners to reflect on their learning, respond to feedback, set appropriate targets and develop the confidence to evaluate their own work and progress.
- **Support personal development and school values:** Promote honesty, integrity, respect, fairness and responsible conduct during assessment activities, while ensuring assessment does not undermine learners' dignity, inclusion or wellbeing.
- **Meet regulatory and curriculum requirements:** Ensure assessment arrangements align with the National Curriculum for England, relevant Cambridge frameworks, applicable MOE requirements, KHDA expectations and approved school assessment arrangements.
- **Strengthen reporting and partnership:** Provide parents and carers with clear, accurate and meaningful information about attainment, progress, strengths, areas for development and the support needed to improve.
- **Promote accountability and improvement:** Use assessment analysis, moderation, quality assurance and professional development to improve consistency, accuracy and learner outcomes.

3. Scope

This policy applies to the Board of Governors, Senior Leadership Team, Curriculum and Assessment Lead, Heads of Phase, Subject Leaders, teachers, EYFS practitioners, inclusion staff and all other personnel involved in assessment, recording, analysis, reporting or review.

It applies across EYFS, Key Stages 1, 2 and 3, from FS1 to Year 8, and covers all curriculum subjects and school-authorised learning experiences.

The scope includes:

- **Baseline assessment:** Establishing learners' starting points on entry, at transition points and when required to inform planning and support.
- **Formative assessment:** Ongoing assessment through questioning, observation, discussion, retrieval, feedback, classwork, practical activities and other checks for understanding.
- **Summative assessment:** Appropriate end-of-unit, termly, annual and standardised assessments used to evaluate learning against curriculum expectations.
- **EYFS assessment:** Observation-led assessment within everyday interactions and play-based learning, supporting understanding of children's development and informing provision.
- **Reading, writing and mathematics:** Assessment of essential knowledge and skills, including phonics, reading fluency and comprehension, writing development, number knowledge, mathematical fluency and problem-solving.
- **Subject-specific assessment:** Assessment methods appropriate to the knowledge and skills of each subject, including practical, oral, written, investigative and performance-based evidence where relevant.
- **External and standardised assessments:** Participation in applicable Cambridge assessments, Cambridge Progress Tests and Checkpoint assessments, Progress Tests in English (PTE), Progress Tests in Maths (PTM), Progress Tests in Science (PTS), PIRLS, Arabic and Islamic Education assessments, and other approved assessments where applicable to the relevant year groups and school assessment calendar.
- **Assessment recording and tracking:** Maintaining accurate records of attainment, progress, identified gaps, interventions and relevant adjustments using approved school systems.
- **Moderation and standardisation:** Establishing consistency in teacher judgements through collaborative review of learners' work, agreed assessment criteria and appropriate moderation procedures.
- **Inclusion and access arrangements:** Providing appropriate support and reasonable adjustments, in accordance with applicable requirements, so that assessment measures intended learning rather than avoidable barriers.
- **Feedback and learner response:** Providing feedback that supports improvement and ensuring learners have appropriate opportunities to act on it.
- **Reporting to parents and carers:** Communicating assessment outcomes, progress, strengths, areas for development and next steps clearly and regularly.
- **Transition and information sharing:** Using assessment information to support continuity of learning between phases, particularly the transition from Year 6 to Year 7.

- **Quality assurance:** Reviewing assessment practices through work scrutiny, planning reviews, assessment analysis, moderation, lesson visits, curriculum deep dives and other appropriate monitoring activities.
- **Professional development:** Identifying staff training needs relating to assessment design, feedback, data interpretation, moderation and responsive teaching.

Terms and Definitions

Category / Term	Definition / Position within the framework
Diagnostic Assessment	Assessment used before or at the beginning of learning to establish prior knowledge, skills, strengths and gaps. Includes entrance, baseline and pre-unit assessment. It does not normally contribute to a final grade unless explicitly approved.
Assessment for Learning (AfL)	Ongoing formative assessment used by teachers and students to determine where learners are, where they need to go next and how best to get there. Examples include questioning, observation, quizzes, exit tasks, feedback and formative checks.
Assessment as Learning (AaL)	Assessment that develops learner reflection, metacognition and ownership. Examples include self-assessment, peer assessment, reflection and goal-setting.
Assessment of Learning (AoL)	Summative assessment used to judge attainment following a defined period of learning. Examples include post-unit assessments, end-of-term assessments, formal projects/performance tasks and approved examinations.
Internal Assessment	Assessment designed or administered by the school within its approved assessment framework.
External / Standardised Assessment	Assessment administered and scored according to standardised external requirements and used for benchmarking or external validation.
International Assessment	Assessment developed by international organisations to benchmark performance internationally, e.g., TIMSS, PIRLS and PISA where applicable.
Attainment	The standard or level a student has reached in relation to curriculum expectations or an approved benchmark.
Progress	The measurable development in learning over time from an identified starting point.
Moderation	A quality-assurance process used to improve the accuracy, reliability and consistency of assessment judgements.
Differentiated / Inclusive Assessment	Assessment arrangements designed to provide equitable access while maintaining the intended learning outcome and validity of the assessment.
Academic Integrity	The expectation that assessment evidence authentically represents the student's own learning and is produced in accordance with approved rules and ethical expectations.

Group A Subjects	Core subjects identified by the school/regulatory framework and subject to the applicable assessment, grading and promotion requirements.
Group B Subjects	Other curriculum subjects identified by the school/regulatory framework and assessed in accordance with approved subject requirements.
TARR	The school's non-negotiable intervention cycle: Teach – Assess – Reteach – Reassess.

1-Responsibilities

5.1-Board of Governors (BOG)

- Ensure the Assessment Policy is robust, compliant and aligned with applicable regulatory, curriculum and school requirements.
- Receive and challenge school-level information on attainment, progress, assessment quality and identified groups.
- Ensure assessment outcomes inform SEF, SIP, SDP and relevant action plans.

- Hold school leaders accountable for the effective implementation and impact of the assessment framework.

5.2-Quality Assurance Representative

- Ensure the Assessment Policy, procedures and associated controlled forms are maintained through the school's IMS.
- Monitor implementation through approved evidence, including the Assessment Calendar (F001), assessment/data trackers, moderation records, assessment audits, data-quality checks and documented follow-up.
- Conduct quality-assurance reviews of assessment design, administration, marking, moderation, data accuracy and reporting.
- Ensure corrective and preventive actions are followed through and evidence sustained improvement.

5.3-Senior Leadership Team

- Ensure consistent implementation of diagnostic assessment, AfL, AaL, AoL and external/standardised assessment.
- Ensure assessment design aligns with curriculum expectations and approved frameworks.
- Monitor student attainment and progress and hold relevant staff accountable for accurate assessment practice.
- Use assessment evidence to inform teaching, intervention, curriculum review and school improvement.

5.4-Assessment Lead

- Lead a coherent whole-school framework covering Diagnostic Assessment, AfL, AaL, AoL and external/standardised assessment.
- Approve assessment calendars, assessment structures and assessment-quality expectations.
- Oversee assessment implementation, data quality, moderation, reporting and use of assessment evidence.

- Ensure approved forms, trackers and marking schemes are used consistently.
- Lead evaluation and improvement of assessment practice.

5.5-Assessment Officer

- Coordinate assessment schedules, communications, materials, systems and logistical readiness in accordance with approved procedures.
- Maintain accurate student information and assessment records required for internal and external administration.
- Track completion and report exceptions, absences, delays or procedural issues to the Assessment Lead.

5.6- Middle / Subject Leaders

- Quality assure assessment design, marking and curriculum alignment within their areas.
- Lead moderation and standardisation and support teachers in accurate assessment judgement.
- Analyse subject-level attainment and progress and ensure appropriate response to identified gaps.

5.7- Teachers

- Implement the approved assessment framework and calendar.
- Design and administer valid, reliable, curriculum-aligned and inclusive assessments using approved templates and procedures.
- Maintain accurate assessment records and provide timely feedback.
- Use evidence to adapt teaching, differentiation, intervention and enrichment.
- Implement TARR when the defined non-negotiable trigger is met.

5.8 Inclusion / SENCO

- Ensure approved access arrangements, adaptations and modifications are consistent with individual needs, IEPs and applicable requirements.

- Support teachers in designing or approving modified assessments where learning outcomes or curriculum expectations are modified.
- Monitor assessment outcomes and progress of Students of Determination.

5.9 Students

- Engage honestly in assessment, use feedback to improve, participate in reflection/self-assessment and understand their targets and next steps.
- Follow academic integrity and assessment-administration expectations.

5.10 Parents / Guardians

- Engage with assessment and reporting information, support agreed targets and interventions and communicate relevant information that may affect assessment access or progress.

6 - Policy Requirements

6.1 Whole School Assessment Framework

The school will organise assessment through four coherent categories: Diagnostic Assessment, Assessment for Learning (AfL), Assessment as Learning (AaL), and Assessment of Learning (AoL). Individual assessment tools will sit within these categories rather than operate as disconnected assessment types.

6.2 Assessment Planning and Calendar

An approved annual Assessment Calendar (F001) will provide a September-to-June overview of internal, external and standardised assessments, moderation, data analysis, intervention, reporting and key review points.

6.3 Assessment Quality

Assessment must be curriculum-aligned, learning-objective driven, valid, reliable, fair, inclusive, age appropriate and appropriately challenging. Formal assessment design will use the approved Assessment Paper Template (F002) and associated quality-assurance process.

6.4 Inclusive Assessment

Assessment arrangements will reflect individual needs. Students with IEP adaptations will access assessment with approved accommodations/adaptations. Where IEP learning outcomes or curriculum expectations are modified, assessments will be appropriately modified and aligned with the student's IEP.

6.5 Recording and Data Quality

Assessment information will be recorded in approved school systems and trackers. Data must be accurate, complete, timely and quality assured before formal reporting or strategic use.

6.6 Data-Informed Intervention and TARR

TARR is a non-negotiable school intervention requirement. Where 40% or more of students are achieving below curriculum standards (below Stanine 5) in any assessment, teachers must implement TARR for the least-mastered Learning Objectives: Teach – Assess – Reteach – Reassess.

6.7 Moderation and Standardisation

Moderation will be used to strengthen accuracy, reliability and consistency of assessment judgements across classes, subjects and phases, using approved moderation documentation.

6.8 Academic Integrity

The school will protect the authenticity and integrity of assessment evidence. Cheating, plagiarism, collusion, unauthorised assistance/resources, unauthorised communication and inappropriate use of digital or AI tools will be addressed in accordance with the school's behaviour and assessment procedures.

6.9 Test-Taking Strategies

Students will be explicitly taught age-appropriate short- and long-term test-taking strategies. Long-term strategies will be embedded in teaching and learning; short-term strategies will be revisited before formal assessment.

6.10 Group A and Group B Subjects

The school will maintain an approved classification of Group A and Group B subjects, linked to the relevant assessment, grading, reporting and promotion requirements.

6.11 Grading and Weightings

The approved grading system and assessment weightings will be applied consistently. Unless formally revised, the existing policy position of 60% formative / 40% summative for KS1–2 and 50% formative / 50% summative for KS3 is retained.

6.12 Promotion and Progression

Promotion, resit and progression requirements will be documented, communicated to parents and applied consistently in accordance with applicable regulatory requirements and the school's approved criteria. Exact pass/resit thresholds must be approved before publication and must not be inferred from another school or curriculum.

6.13 External and Standardised Assessment

External and standardised assessments will be administered in accordance with approved provider procedures, testing windows, access arrangements and school protocols.

6.14 Reporting

Reporting will communicate student attainment and progress, strengths, areas for development, next steps/targets and other approved indicators such as effort, attitude, behaviour and attendance.

6.15 Evaluating Teaching and Curriculum Effectiveness

The school will evaluate the effectiveness of teaching strategies and curriculum delivery through triangulation of internal and external assessment trends, learning-objective mastery, moderation findings, work scrutiny, learning walks/observations, intervention impact and curriculum review evidence. Findings will inform SEF, SIP, SDP and subject/department action plans.

7- Accountability

Accountability is demonstrated through implementation evidence rather than statements of responsibility alone. The school will monitor assessment through the approved calendar, trackers, assessment audits, moderation records, data-quality checks, intervention evidence, reporting cycles and leadership review. The Principal and Assessment Lead retain overall accountability for the quality of assessment practice and the effective use of assessment information to improve attainment and progress.

8- Review and Updates

This policy and its procedures will be reviewed at least annually and whenever regulatory, curriculum or assessment provider requirements change. The review will consider implementation evidence, stakeholder feedback, assessment reliability, data quality, inclusion, academic integrity, impact on teaching and learning, and identified improvement priorities. Revisions will follow the school's IMS document-control process.

9- Related forms and documents:

The following existing codes from the Core Policy are retained. Titles/codes must be cross-checked against the IMS master register before final approval.

Code	Document/ Form	Use in revised framework
F001	Assessment Calendar	Annual/termly assessment planning and monitoring.
F002	Assessment Paper Template	Controlled template for internal assessment design.
D001	Assessment Paper Guidelines	Guidance for the design, development, and quality assurance of internal assessment papers.
F003	Target Report	Setting, tracking, and monitoring student attainment and progress against identified targets.
F004	TARR Cycle / intervention requirement (as referenced in Core Policy)	Evidence of Teach–Assess–Reteach/Reassess intervention.
F005	Pre–Post–Target Excel Tracker / TARR evidence (as referenced in Core Policy)	Pre/post analysis, target setting and intervention evidence.
F006	Learning Objective Tracker	Daily/ongoing tracking against curriculum learning objectives.
F007	Moderation Form	Termly/departments/cross-phase moderation.
D002	Assessment Plan and Structure Overview	Provides an overview of internal and external assessments, including

		assessment allocation by subject, term, and year group.
F008	Assessment Topics List Template	Approved topics/coverage communication before EOT assessment.
D003	Marking Scheme Guide	Provides standardised guidance for marking assessments consistently and accurately in line with agreed assessment criteria and expectations.
4AD.17	Marking and Feedback Policy	Related policy
4AD.01	Curriculum Policy	Related policy
4AD.04	Teaching and Learning Policy	Related policy
5IWD.23	Attendance and Punctuality Policy	Related policy
5IWD.01	SEND / Inclusion Policy	Related policy
5IWD.15	Behaviour Policy / Behaviour Matrix	Academic dishonesty response

10. References

- Applicable KHDA assessment and external assessment requirements.
- UAE Ministry of Education requirements applicable to the school and relevant subjects.
- National Curriculum for England and Cambridge curriculum/assessment frameworks, as applicable.
- Approved external assessment provider guidance (e.g., GL Assessment / Cambridge) for relevant testing windows and administration.
- School Integrated Management System and controlled forms register.