

ASSESSMENT POLICY

RATIONALE

The purpose of the assessment policy is to ensure that assessments support learning, inform teaching, and help track student progress across all phases of the school. Assessment is an integral part of effective teaching and learning, allowing teachers to monitor student development and provide timely, targeted support. It aligns with the Early Years Foundation Stage (EYFS) Framework, the National Curriculum for England, and external examination standards to ensure consistency and clarity in expectations.

Amity English School Dubai is committed to the principle of ‘assessment for learning’, as well as acknowledging the need for assessment of learning for the purposes of grading and reporting. Assessment which is explicitly designed to promote learning is the single most powerful tool we have for both raising standards and empowering lifelong learners. The characteristics of assessment that promote learning include:

- It is embedded in a view of learning and teaching of which it is an essential part.
- It involves sharing learning goals with pupils.
- It aims to help pupils know and recognise the standards they are aiming for.
- It involves pupils in self-assessment.
- It provides feedback which leads to pupils recognising their next steps and how to take them.
- It is underpinned by confidence that every pupil can improve.
- It involves both teacher and pupils reviewing and reflecting on assessment data.

PURPOSE

This policy outlines the principles and practices of assessment across the school. It aims to:

- Support and enhance learning at all levels of ability.
- Identify student strengths and areas for development.
- Inform planning, instruction, and curriculum development.
- Provide regular feedback to students and families.
- Ensure students are making progress towards their learning goals.
- Maintain fairness, reliability, and transparency in assessment procedures.
- Promote academic integrity and inclusivity.

RESPONSIBILITIES

Stakeholder	Responsibilities
Principal & Senior Leadership Team	• Ensure all stakeholders have access to and understand the assessment policy. • Oversee and monitor the implementation of assessment practices across all phases. • Ensure written reports are provided at the end of each term. • Support staff with training and professional development in effective assessment practices. • Chair Planning for Progress Meetings and Middle Level Leader data presentations.
Assessment Leaders / Middle Level Leaders	• Manage programme assessment calendars to ensure deadlines are appropriately distributed. • Oversee the administration and analysis of standardised assessments. • Maintain data trackers to monitor student attainment and progress. • Lead moderation and standardisation sessions within and across year groups. • Present data findings to SLT twice per year.
Class Teachers	• Use a range of formative and summative assessment strategies to monitor student progress. • Provide timely, constructive feedback to students and families. • Use assessment data to inform planning, differentiation, and next steps. • Maintain accurate records and tracking (Seesaw, Termly Trackers, Planning for Progress documents). • Engage in internal moderation and standardisation to ensure consistent judgements.
Students	• Engage in self-reflection, self-assessment, and peer assessment where appropriate. • Respond to teacher feedback to improve their learning. • Take responsibility for their learning progress and submit work on time.
Families and Caregivers	• Engage in Parent-Teacher Student Conferences and Student Led Conferences. • Read reports and collaborate with the school to support learning at home. • Encourage a positive, resilient attitude toward learning and assessment.

SALIENT POINTS

Aim: 'To provide valid, reliable and comprehensive information that is used to evaluate students' progress against curriculum standards and expectations.' — DSIB Inspection Framework

1. An assessment suite is used to identify individual starting points including historic teacher assessment, GL Progress Tests, CAT4 and teacher baselines. This data is triangulated to form an individual expected progress 'flight path'. These flight paths are tracked against a systematic and robust formative and summative assessment system.
2. Assessment for Learning and Planning for Progress is key in our day-to-day assessment of AESD students. We involve students in this journey: "Where I am, Where I am Going, How I will Get There."

3. A regular review of assessment informs our curriculum adaptations and Learning and Teaching strategies.
4. Impact is reported regularly throughout the academic year with middle and senior leaders, as well as parents.

TYPES OF ASSESSMENT

We assess in a number of different ways with different purposes throughout the year. There are three main forms of assessment used at Amity English School Dubai:

Assessment Type	Purpose	Methods
Formative Assessment	Evaluate pupils' knowledge and depth of understanding on a day-to-day basis; tailor teaching accordingly.	Classroom questioning, observations, quizzes, self- and peer assessment, live feedback, homework, Seesaw tracking.
In-School Summative Assessment	Evaluate how much a child has learned at the end of a teaching unit; triangulate and support teacher judgements.	End-of-term tests, White Rose assessments, Oxford Reading Criterion, Ros Wilson Writing, Times Tables / Mental Maths, subject teacher assessments.
Standardised / International Benchmarking	Compare progress and attainment nationally and internationally; inform academic potential and National Agenda targets.	GL Progress Tests (English, Maths, Science), CAT4, TIMSS, PIRLS, PISA (when applicable), PASS, Phonics Screening Check, NGRT, Oxford Reading Tree.

ASSESSMENT BY PHASE

Phase	Assessment Approach	Student Expectations
Early Years & Key Stage 1 (FS1 – Year 2)	Formative and summative approaches combined. Teachers use professional judgement informed by observations, interactions, Seesaw evidence, photographs, and work samples.	Teachers guide students through assessments and provide scaffolded learning opportunities to build confidence and understanding.
Key Stage 2 (Years 3 – 6)	Assessment strategies embedded in daily learning. Includes in-school summative assessments, GL Progress Tests, and CAT4. Data tracked against individual flight paths.	Students begin to take greater responsibility for preparing for assessments, engaging in self-assessment, and understanding their strengths and areas for development.
Key Stage 3, 4 & 5 (Years 7 – 13)	Assessments ensure students have the knowledge, skills, and competencies needed for higher education. Includes GCSE/IGCSE and A-Level internal and external assessments.	Students manage their study schedules, meet deadlines, and prepare for assessments independently, developing skills for further education and lifelong learning.

FORMATIVE ASSESSMENT

Formative assessment drives learning and teaching at Amity English School Dubai. We believe that on-going teacher assessment, based on what pupils demonstrate in their learning on a daily basis, is the most accurate way of making secure judgements about them.

Day-to-Day Assessment

Day-to-day assessment is often an informal part of every lesson. Its purpose is to:

- Check that pupils are developing mental skills — for example, that they can recall mathematical facts, estimate, calculate mentally, and use visual imagery.
- Check that pupils have grasped the main teaching points in a lesson or unit of work, whether they have any misunderstandings that need to be addressed, and whether they are ready to move on.
- Give information that will help adjust day-to-day plans and brief support staff on which pupils to assist, and how to assist them.
- Gather information against defined assessment criteria to contribute towards the process of 'Building a Picture'.

Key features of day-to-day assessment include: shared objectives and success criteria; peer and self-assessment; pupil engagement and immediate, 'live' feedback; and effective use of high-quality resources.

Methods used include: teacher observation and questioning during lessons; marking of pupils' work followed immediately by class discussion; and traffic-light systems during starters, plenaries, and activities. Seesaw is used as the primary digital tool to record formative judgements and evidence against Development Matters (EYFS) and National Curriculum End of Year Expectations (Primary).

Periodic Assessment

Periodic assessment involves standing back and considering the information gathered through day-to-day assessment in relation to the British National Curriculum. Judgements are refined into 'Working Towards', 'Working At' and 'Working Above' within a level using sub-levels (1–9, aligned with GL Stanine Brackets). This is done holistically, taking into account how independently, how consistently, and in what range of contexts pupils demonstrate their attainment.

Its purpose is to:

- Review pupils' progress over the previous cycle of work in relation to assessment criteria and national standards.
- Identify pupils' progress against specific individual targets, including those in IEPs.
- Provide a broader view of progress for both the teacher and the learner.
- Help improve curriculum planning and provide information to feed into reporting.

At Amity English School Dubai, all year groups carry out systematic and robust assessments each half term as per the assessment overview. These are moderated within each year group.

Student Involvement in Assessment

Pupils' involvement in the assessment process is vital. All pupils are encouraged to take part in their own assessment. They are told of the success criteria statements for each lesson and are increasingly given the opportunity to suggest suitable success criteria. They will discuss these in plenary sessions and comment on their work as to whether they have achieved them.

Pupils (Years 1–7) set targets at the beginning of the Assessment Overview alongside their class teacher. These are recorded in the classroom. Pupils are given regular opportunities to reflect on their learning with their teachers and peers through discussion, peer assessment and moderation of work, self-assessment and editing/improving.

Pupils are encouraged to reflect on the feedback in their books and are given opportunities to improve, edit and up-level their work. This is evidenced through the use of blue and purple pens (response in blue; edits in purple). Target Boards, Progress Boards, and Seesaw are used as tools for pupils — with age-appropriate support from adults — to record and review their progress.

SUMMATIVE ASSESSMENT

The school has an assessment overview document that details which summative assessments will be carried out and when. They are used to triangulate, support, and challenge teacher judgements, and some are benchmarked against UK outcomes. They are carried out half-termly as per the overview.

In-School Summative Assessments

- White Rose Termly Arithmetic Assessment
- White Rose Termly Problem Solving and Reasoning Assessment
- Times Tables (Y2, Y3, Y4), Mental Maths (Y5, Y6)
- Ros Wilson Writing Criteria — half-termly, fiction and non-fiction
- Oxford Reading Criterion Assessments
- Subject teacher assessments

These are used alongside the Termly Tracker to form a summative end-of-term judgement, tracked against each pupil's flight path to monitor progress.

International and National Benchmark Assessments

In line with the UAE National Agenda, the school uses international benchmarking assessments to compare progress and attainment nationally and internationally, and to inform academic potential. The school adapts planning and long-term objective coverage to help meet National Agenda requirements.

Assessment	Details	Years Involved	Frequency
CAT4	Cognitive Abilities Test — academic potential	Year 2 and above	Annually (Term 1)
GL Progress Tests	English, Maths and Science	Years 3–9	Annually (half-termly gap analysis)
PIRLS	Progress in International Reading Literacy Study	Year 5	Every 5 years
TIMSS	Trends in International Mathematics and Science Study	Year 5	Every 4 years
PISA	International study in Maths, English and Science	15-year-old students (Y10 & Y11)	Every 4 years
PASS	Pupil Attitudes to Self and School (attitudinal survey)	FS2 and above	Annually
Phonics Screening Check	National Curriculum Phonics Assessment	Year 1 (Year 2 re-sit)	Annually
NGRT	New Group Reading Test	Selected year groups	As per assessment overview
White Rose Assessments	Arithmetic, Problem Solving & Reasoning	All year groups	Half-termly

Middle Leaders and PSLT are provided with all results and reports as soon as they are available, to ensure they are aware of the needs of their pupils and areas for development.

ASSESSMENT AND INCLUSION

Some students of determination will benefit from specific access arrangements when completing assessments. The Inclusion Team works with teachers to identify and support pupils with Special Educational Needs and Disabilities. Pupils are supported using differentiated planning, tasks, learning objectives, and adult support.

On occasion, pupils may need to work on different activities with the Inclusion Team in order to make progress related to their own individual needs and targets. Pupil progress is tracked through Termly Tracker spreadsheets, Seesaw, IEP targets (where appropriate), external data, and internal assessments. IEPs are updated termly by the class teacher and SENCO. Teachers update Seesaw regularly to ensure all teaching is fully suited to individual needs.

RECORDING

Weekly planning folders and pupils' records are kept in the classroom. The teacher may keep an informal personal notebook to make observations, which facilitate teacher assessment. This notebook need not constitute part of an official record, although the notes may be used to inform it. Seesaw and Teams are key to recorded learning and feedback.

Staff set aside non-contact time to discuss pupils moving on within the school, to ensure continuity and progression towards end-of-term targets outlined in Planning for Progress Meeting documents.

Evidence may take the form of recordings, photographs, and observational notes for school use only. This information is recorded and used by the class teacher for data collection and analysis, and shared in termly data review meetings with the Primary School Leadership Team (PSLT).

ASSESSMENT INTEGRITY AND MODERATION

Academic Integrity

- Academic dishonesty, including plagiarism, copying, or cheating in examinations, will result in disciplinary action in accordance with the school's behaviour policy.
- Exam conditions are strictly adhered to, in line with external assessment body policies.
- All assessment materials are securely stored and handled to maintain the integrity of the process.

Moderation and Standardisation

Systematic and robust processes are in place to ensure assessment data at Amity English School Dubai has integrity and validity. Moderation of core subjects is triangulated between:

- Ongoing teacher assessment tracked on Termly Trackers
- Assessment criteria externally benchmarked against UK standards
- Termly assessment booklets externally benchmarked against UK standards

A key strategy for ensuring assessment judgements are reliable and valid is the use of in-school and cross-school moderation. Teachers participate in subject-based standardisation sessions. Moderation is used to ensure parity of judgement — for example, teachers sampling work to check for consistent application of evaluation criteria. The process of standardisation against new assessment criteria is ongoing and moderated by the Principal alongside middle leaders.

Missed and Repeated Assessments

Missed Assessments

Students who miss summative assessments due to illness or other legitimate reasons will be given the opportunity to complete them upon their return. Evidence of the reason for absence may be requested.

Repeated Assessments

If there is evidence of significant effort in the first attempt, teachers and assessment leaders may grant students a second attempt. This decision is at the discretion of the class teacher and assessment leader, in consultation with the relevant Head of School.

Deadlines and Late Submission

Students must submit assessments on time and meet deadlines. Failure to submit assessments may result in less detailed feedback due to time constraints, unless an extension has been granted for valid reasons. Students will be provided with clear assessment outlines and grading rubrics where appropriate.

REPORTING TO PARENTS

Parents are provided with quality information about their child's progress towards end-of-year potential at the end of each term. Reports are distributed three times a year and parents are given the opportunity to discuss the contents with the class teacher.

Reports include information regarding:

- Attendance and punctuality
- Personal comment from the class teacher
- End-of-year potential for each subject
- Progress towards potential
- Attitude and contribution towards learning
- Reference against Learning Skills
- Triangulation of benchmarks of potential (CAT4), last year's attainment (GL Stanines), and progress towards Expected Progress End-of-Year Goal

The Term 3 report also includes additional information regarding each pupil's acquisition of subject content and targets for the following year.

Parent-Teacher Student Conferences (PTSCs)

PTSCs take place twice a year with the option of an additional meeting if parents wish to discuss the report. At the first conference, class teachers share end-of-year potential and how well the child has settled into the year. Subsequent conferences focus on progress towards potential and attitude towards learning. Any parent may also request to see the class teacher or PSLT at any mutually convenient time.

Student Led Conferences (SLCs)

Student Led Conferences are a reflective conversation between parent and child, held twice a year. They are child-led and supported by the class teacher. SLCs are used to inform parents about the skills their child has developed, the challenges they face, their targets going forward, and what kind of learners they are. They are also an opportunity for children to showcase learning they are most proud of.

Suggested questions for parents during SLCs:

- Why have you chosen this piece of work?
- When was this work created — which lesson or sequence of lessons?
- What prior work or learning helped you produce this?
- What are you most proud of, and why?
- What skills did you need to complete this work successfully?
- What would you improve next time, and why?

Parents as Partners

Before the start of each half term, class teachers share the curriculum overview with parents. Weekly newsletters give an overview of previous and upcoming learning, as well as home learning tasks, closing the gap between home and school. Learning Journals are electronically evidenced live through Seesaw, updated regularly, approved by teachers, and accessible to parents.

PLANNING FOR PROGRESS MEETINGS

Planning for Progress Meetings take place every term. Class teachers bring current data, evidence, and notes from formative assessments across a range of groups within their class and present their analysis to PSLT. Findings are discussed and focus areas are identified to help reach and exceed end-of-year goals. These are documented in Planning for Progress Meeting records.

Middle Level Leaders (MLLs) are expected to present data from their subject areas twice a year to senior leaders and other MLLs. This ensures all leaders have a broad understanding of the data picture and that the focus on pupils' achievement and potential remains high on the agenda.

Assessment Expectations progression section — from AIS policy; adds explicit student-facing expectation language per phase; strengthens KHDA accountability narrative

Assessment Expectations

As students progress through the school, they are expected to take increasing responsibility for their learning and assessment preparation. Assessment expectations evolve to reflect their growing independence and ability to manage their workload effectively.

Early Years and Lower Primary

Teachers guide students through assessments and provide scaffolded learning opportunities to build confidence and understanding.

Upper Primary

Students begin to develop greater responsibility for preparing for assessments, engaging in self-assessment, and understanding their strengths and areas for development.

Secondary

Students are expected to manage their study schedules, meet deadlines, and prepare for assessments independently, developing the skills necessary for further education and lifelong learning.

LINKS TO LEARNING TEACHING AND CURRICULUM

Depth and mastery of the curriculum is fundamental to every child's achievement. At Amity English School Dubai, pupils have opportunities for depth and mastery at every stage of their learning. Teaching and Learning practice is directly linked to our philosophy for assessment. Learning objectives are progressive so that teachers' assessment of depth is ongoing, meaning that judgements at Planning for Progress Meetings are secure.

EVALUATION OF THIS POLICY

When evaluating the use and impact of the assessment policy, leaders will evaluate the extent to which:

- Assessment information is gathered and used to inform teaching and learning, including ensuring that pupils falling behind or those with SEN and/or disabilities are supported in their learning.
- Assessment information is shared with parents to help them support their pupils.
- Teachers use assessment for establishing pupils' starting points, teacher assessment and testing to modify teaching so that pupils can achieve their potential by the end of year or key stage.
- Assessment draws on a range of evidence of what pupils know, understand, and can do across the school's curriculum.
- Teachers make consistent judgements about pupils' progress and attainment within a subject, across a year group, and between year groups.
- Leaders effectively monitor the progress of groups of pupils to ensure that none fall behind and underachieve.

POLICY REVIEW

This policy is reviewed and updated on an annual basis by the Head of Admissions and approved by the Principal. Any material changes to KHDA regulations or UAE law will trigger an immediate review.

Authorised by: Principal

Review date: August 2027