



Assessment Policy 2027-2026

1. Purpose and Rationale

Al Rashid Al Saleh Private School is committed to high-quality assessment practices that support student learning, ensure accurate monitoring of progress, and inform teaching and school improvement. This policy aligns with:

- UAE Ministry of Education (MoE) curriculum frameworks and assessment regulations
- KHDA / DSIB inspection framework
- National Agenda and UAE School Inspection Framework expectations

Assessment is used to:

- Support learning and teaching (assessment for learning)
- Monitor student progress (assessment as learning)
- Measure attainment (assessment of learning)
- Inform curriculum planning, intervention, and reporting

2. Principles of Effective Assessment

The school ensures that assessment is:

1. **Valid and Reliable** – aligned with curriculum objectives and learning outcomes
2. **Fair and Inclusive** – accommodates all students, including Students of Determination
3. **Continuous and Varied** – using formative and summative approaches
4. **Transparent** – clear criteria shared with students and parents
5. **Data-Informed** – used to improve teaching, learning, and leadership decisions

3. Types of Assessment

3.1 Formative Assessment (Assessment for Learning)

Used daily to inform teaching and provide feedback.

Examples include:

- Questioning and classroom discussions
- Exit tickets and quizzes
- Observation and checklists
- Peer and self-assessment
- Learning journals and portfolios
- Kagan cooperative learning assessments

3.2 Summative Assessment (Assessment of Learning)

Used to measure attainment against MoE learning standards.

Examples include:

- Unit tests
- End-of-term examinations
- National MoE assessments
- Standardised external assessments (where applicable)

3.3 Diagnostic Assessment

Used to identify learning gaps and baseline attainment:

- Baseline assessments at the start of the academic year
- Subject-specific diagnostic tests

4. Assessment Framework and Schedule

The school follows the MoE academic calendar and assessment regulations.

4.1 Internal Assessment Cycle

- Baseline assessments at the start of the year
- Ongoing formative assessment during lessons
- Mid-term assessments

- End-of-term examinations
- End-of-year examinations

4.2 External Assessments

- MoE mandated national assessments
- International benchmarking assessments (IBT& ABT)

5. Assessment Criteria and Standards

- All assessments are aligned to MoE learning outcomes, subject standards, and grade-level expectations.
- Clear rubrics and success criteria are shared with students.
- Teachers use Bloom's Taxonomy and higher-order thinking frameworks to ensure cognitive challenge.

6. Feedback and Reporting

6.1 Student Feedback

- Timely, constructive, and specific feedback is provided to students.
- Students are encouraged to reflect on their learning and set improvement targets.

6.2 Parent Reporting

- Termly report cards aligned with MoE grading systems
- Parent-teacher meetings and learning conferences
- Continuous communication via digital platforms and school communication channels

7. Use of Assessment Data

Assessment data is used to:

- Track student progress and attainment
- Identify students requiring intervention or enrichment
- Inform lesson planning and differentiation
- Evaluate teaching effectiveness
- Support school self-evaluation and improvement planning

8. Inclusion and Students of Determination (SoD)

- Individual Education Plans (IEPs) guide assessment adaptations.
- Modified assessments and accommodations are provided according to MoE inclusion guidelines.
- Progress is monitored against personalised learning targets.

9. Academic Integrity and Ethical Assessment

The school promotes honesty and integrity in assessment through:

- Clear examination procedures
- Anti-cheating protocols
- Ethical conduct expectations for students and staff
- Secure handling of assessment materials and data

10. Roles and Responsibilities

10.1 School Leadership

- Ensure compliance with MoE and KHDA regulations
- Monitor assessment quality and consistency
- Use data for strategic improvement

10.2 Heads of Department and Coordinators

- Develop assessment plans and moderation processes
- Ensure alignment with curriculum standards
- Provide teacher training on assessment practices

10.3 Teachers

- Design and implement high-quality assessments
- Provide timely feedback
- Maintain accurate records and data

10.4 Students

- Engage actively in assessment and feedback
- Reflect on learning and set targets

10.5 Parents

- Support learning at home
- Engage in reporting and feedback processes

11. Moderation and Quality Assurance

- Internal moderation of assessments across grade levels and subjects
- Cross-marking and standardisation meetings
- External benchmarking where applicable
- Annual review of assessment practices

12. Data Protection and Confidentiality

- Student assessment data is confidential and stored securely.
- Access is limited to authorised staff and parents.
- The school complies with UAE data protection regulations.

13. Professional Development

The school provides ongoing training for teachers on:

- Assessment for learning strategies
- Data analysis and tracking
- Differentiation and inclusive assessment
- Digital assessment tools and AI-supported assessment

14. Policy Review and Monitoring

- This policy is reviewed annually or as required by MoE and KHDA updates.
- Implementation is monitored through lesson observations, work scrutiny, and data reviews.

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