# ASSESSMENT POLICY

| POLICY FOR | ASSESSMENTS |
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| PERSON RESPONSIBLE | Heads of Teaching, Learning and Assessment |
| REVIEW DATE | June 2026 |
| REVIEWED BY | TLA Team |
| APPROVED DATE | June 2026 |
| APPROVED BY | ELT |
| DATE OF NEXT REVIEW | June 2027 |
| RELATED POLICIES | Teaching Learning Policy, Marking Policy, Homework policy, Reading Policy, Literacy Policy |

**Executive Principal / CEO and Brand Ambassador for GEMS Westminster Schools** .....

مدرسة وستمينستر
P.O.Box : 27016
Dubai - U.A.E.
Tel.: 04-2988333
Fax: 04-2988603
THE WESTMINSTER SCHOOL

## 1. Rationale

Effective assessment is to promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive, and relevant to the needs of the student.

- It helps **students** learn and monitor learning through progress measured and motivates them to work to the best of their ability.
- It supports **teachers** to facilitate teaching and learning, to identify what students already know, and take the next steps to guide them forward.
- Informs all **stakeholders** and ensures that a consistent, rigorous, and meaningful assessment and reporting process is adhered to across the school.

## 2. Objectives

The objectives of assessment in the school are to:

a. Use suitable forms of assessment based on expectations which are clear, realistic, and understood by the students.
b. Enable the students to demonstrate what they know, understand, and what they can do to improve their work.
c. Ensure that all students experience challenges and measure success.
d. Help students recognize the standard they should aim for, and understand what they need to do next, to improve.
e. Use a range of assessment strategies such as oral, interaction, questioning, observing, discussion, peer, and self-assessment to give equal opportunities to students with different learning styles.
f. Allow teachers to plan work that accurately reflects the needs of each student.
g. Provide constructive feedback to students, discuss weaknesses in student learning, and offer intervention strategies.
h. Provide regular information for parents that enables them to support their ward's learning.
i. Provide the SLT, middle leaders, and teachers with information that allows them to make judgements about the effectiveness of teaching in school.

## 3. Types of Assessments

Assessment is an integral part of Teaching and Learning, which is evident in every lesson. Objectives and outcomes link and provide information to improve teaching and learning and acknowledge achievement.

- To achieve the objectives, assessment is conducted which can be identified as three types of assessments-

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| Assessment for Learning<br>(Formative Assessments) | i. **Teachers** use student data to inform their teaching.<br>ii. **Students** receive feedback from teachers about the learning journey and how to improve their learning.<br>iii. **Tools** used are online tools for subjective and objective tests, hand signals, Brain Dumps, Concept maps, exit cards, Think/Pair/Share, informal presentations, reflection journals, homework, projects. |
| Assessment as Learning | **Students** involved in the learning process by monitoring their own progress, asking questions and practising skills.<br>iv. **Students** use self-assessment, peer assessment, and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals.<br>v. **Tools:** rubrics, checklists, success criteria are used by students to assess their own learning. |
| Assessment of Learning<br>(Summative Assessments) | vi. Assists **teachers** to use evidence of student learning to assess student achievement against learning goals and standards.<br>vii. **Tools** used are teacher created tests, multiple choice, portfolios, checklists, projects, essays. |

**3.1 Formative Assessments (Assessment for learning**) are continuous, which occur during learning, improve learning and provide evidence of how a student progresses.

- These are recorded on the Phoenix Progress Tracker against the Learning objectives. Students' progress in learning is monitored over a period of time from Autumn 1 to Summer 2.
- The gaps in learning are identified and intervention strategies are provided to the students.
- The gaps in the curriculum are reviewed, and concepts are revisited.
- Personalised feedback is given to students with advice on the next steps for improvement. Students' involvement in the review process raises the standard, and it empowers students to take charge of their learning.
- General guidelines for marking are used by teachers and students for peer- and self-assessment.

**3.2 Summative Assessments (Assessment of learning**) are assessment employed by the teacher at the conclusion of a defined instructional period—typically at the end of a unit, term, or school year. They are:

- administered to determine whether long term learning goals have been met.
- given at the conclusion of a specific instructional period, and therefore they are generally evaluated rather than diagnostic.
- recorded as grades/marks which will be shared with parents at the end of the Term.

**3.3 International Benchmark Assessments** are a set of standardized assessments. These tests give standardized individual reports on students' ability, attainment, progress, and attitude. The data is comprehensively used to inform the next steps in the provision and personalized support.

1) The **Cognitive Ability Test (CAT4)** helps us identify the cognitive skills of the student which supports the teachers in setting targets for individual students, grouping of students in classroom learning and plan intervention strategies for all groups of students.
2) **The Progress tests (PTE, PTM & PTS)** identify the performance level of the student against international standards in English, Maths and Science and abilities in the various domains of the subject
3) **The New Group Reading Test (NGRT)** is a standardized assessment used to measure the reading skills of students aged 5 to 16 years, benchmarked against the national average. It evaluates key areas such as sentence completion, comprehension, and inference skills, providing detailed insights into individual and cohort reading abilities. The results inform targeted teaching strategies, support interventions, and help monitor student progress over time.
4) The Arabic Benchmark test is an online assessment designed to evaluate the proficiency of students aged 9 to 15 years in Arabic A and Arabic B across the four skills – reading, writing, listening, and speaking

The school conducts the following International Benchmark Assessments for the different year groups.

**INTERNATIONAL BENCHMARK ASSESSMENTS 2026-27**

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| CAT4 | Year 4, 6, 7,8, 10 |
| NGRT Form A/B/C | Year 2 to 10 |
| Progress Tests in English, Math & Science | Year 2 to 10<br>(Year 2 and 7 – only PTE and PTM) |
| Arabic Benchmarking Test (Arabic A and B) | Years 4 to 10 |
| PASS | Year 4 to10 |
| TIMSS | Year 5 and Year 9 |
| PISA | 15 years old |
| PIRLS | Year 5 |

**Target-setting**

Target-setting is the means by which specific and measurable goals are identified that help to improve the standards of all students. The Westminster School ensures all students are given every opportunity to achieve the highest of standards. Targets are set for all students using the data from formative, summative assessments CAT4 throughout the year. In Year 10/11/12/13, targets are set at the beginning of the academic year for each student against the minimal and stretched targets for the IGCSE/ AS/ A level External Examinations.

The targets are identified and prioritized to have a positive impact on the students' learning. These help us to monitor and improve students' attainment and progress as well as school development targets which are detailed in the school development plan.

While setting targets, students should be informed of the CAT4 data. The teachers also encourage the students to set their own targets and review them periodically.

In school the targets set:

- Challenge all students to do better, considering each student's starting point for learning.
- Set high expectations for all and encourage students to discuss and review their progress with teachers regularly
- Involve parents in their ward's learning.
- Lead to more focused teaching and learning and inform the planning process
- Help us to make judgments about how well our school is doing when compared to similar schools

**Primary**

An Agreed Target is set for each student in core subjects based on their previous year's internal and external scores and teacher judgement.

**Secondary**

An Agreed Target is set for each student for each subject using their previous year's final grade, CAT4 stretched target and teacher judgement.

In IGCSE (Year 11)/AS/A-Level targets are set in close collaboration with the board marking in all subjects

with the whole school analysis.

4) Middle Leaders from FS1 – Year 13, present the finding of baseline assessments and predictions for the end of the year at the scheduled meetings. This is then compared with the cohorts' prior attainment and progress data to ensure challenge and identify the target areas. Subject Leaders present the data to SLT in challenge meetings every six weeks.
5) The Arabic Benchmark test is an online assessment designed to evaluate the proficiency of students aged 9 to 15 years in Arabic A and Arabic B across the four skills – reading, writing, listening, and speaking.

## 4. Recording and Reporting

### Primary and Secondary

A formal report card is published every term with the consolidated grades/ marks achieved in the respective subject along with the student's attitude to learning and next steps for improvement. Parents are provided with the opportunity to meet their ward's teacher formally THREE times a year on the Parent Consultation Day.
This gives an opportunity to discuss the student's targets and progress made against the learning objectives as tracked on the Phoenix Progress Tracker.

Phoenix Progress tracker reports track the progress of students from the start of the year to the end of the year against the learning objectives specified by the curriculum. Gaps identified are reviewed in departmental meetings to revisit lessons and support providing intervention strategies. The reports are shared with parents 48 hours before the Parent Consultation Day for review and support in discussions with teachers.

The Progress Descriptors are as follows:

- **Well Above Expected** - Students are working at greater depth and make well above expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards.
- **Above Expected**- Students make above expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards
- **Expected-** Students make the expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards.
- **Below Expected**- Students are working towards or making below expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards.

In the current academic year, recording and reporting is as shown below:

**Primary**

| | Term 1<br>December 2026 | Term 2 | |
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| | | Mid -Term Reporting<br>March 2027 | Final Reporting<br>June 2027 |
| Internal Assessments | ▪ Continuous Assessments for all subjects<br>(End of unit/ fortnightly tests)<br>▪ End of term summative assessment for MoE Subjects - Years 2 to 6 | ▪ Continuous Assessments for all subjects<br>(End of unit/ fortnightly tests) | ▪ Continuous Assessments for all subjects<br>(End of unit/ fortnightly tests)<br>▪ Phonic Screening Test (Year 1)<br>▪ End of term summative assessment for MoE Subjects -Years 2 to 6 |
| External Assessments | ▪ NGRT A (Years 2 to 6)<br>▪ CAT 4 ( Years 4 and 6) | ▪ NGRT B (Years 2 to 6) | ▪ NGRT C ( Years 2 to 6)<br>▪ Progress Test in English (Years 2 to 6)<br>▪ Progress Test in Maths (Years 2 to 6)<br>▪ Progress Test in Science (Years 3 to 6)<br>▪ Arabic Benchmark Test (Years 4 to 6) |

| | Term 1<br>December 2026 | Term 2 | |
|---|---|---|---|
| | | Mid-Term Reporting<br>March 2027 | Final Reporting<br>June 2027 |
| Internal Assessments | Continuous Assessments for all subjects (End of unit/ fortnightly tests)<br><br>End of Term Summative Assessment for MoE Subjects -Years 2 to 6 | Continuous Assessments for all subjects (End of unit/ fortnightly tests) | Continuous Assessments for all subjects (End of unit/ fortnightly tests)<br><br>Phonic Screening Test (Year 1)<br><br>End of Term Summative Assessment for MoE Subjects - Years 2 to 6 |
| External Assessments | NGRT A (Years 2 to 6)<br><br>CAT 4 (Years 4 and 6) | NGRT B (Years 2 to 6) | NGRT C (Years 2 to 6)<br>Progress Test in English (Years 2 to 6)<br>Progress Test in Maths (Years 2 to 6)<br>Progress Test in Science (Years 3 to 6)<br>Arabic Benchmark Test (Years 4 to 6) |

**Secondary**

| | 2026-27 Reporting - Secondary | | | |
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| **Year group** | **Term 1 Aug-Dec 2026** | **Term 2 Jan-Mar 2027** | **Term 3 May-June 2027** | **Final term reporting 2026-27** |
| **Years 7 to 9** | Continuous Assessments (Subjects assessed once termly at staggered times) + Term exams for Arabic and Islamic. | Continuous Assessments (Subjects assessed once termly at staggered times) + | Continuous Assessments (Subjects assessed once termly at staggered times) + Progress tests- English and Maths (for Years 7 to 9), Science (for Year 8 and 9 only) Term exams for Arabic and Islamic | Assessment outcomes from all three terms will contribute to the final reported result. |
| **Year 10** | Focused assessments + Term Exams for all subjects | **Mid-Term Assessments** | Progress tests+ Term Exams for all subjects | Assessment outcomes from all three terms will contribute to the final reported result. |
| **Years 11 - 13** | Focused assessments + Term Exams for all subjects | Term 2 Exam | External Examinations | External Examinations |

**NOTE**: In Primary and Key Stage 3, Reinforcement tests are also conducted throughout the year during regular lessons as informal checks to monitor students' learning progress, provide constructive feedback, and support targeted follow-up, with evidence recorded in their notebooks.

For students taking a TC in the middle of the academic year, reports will be generated only at the end of term, only if they have attended school till the end of that term.

**5. Consistency**

- The school has age-appropriate processes of moderation to ensure consistency of standards and fairness in the assessments. It allows assessors to discuss and reach agreement about assessment. Subject leaders study samples of students' work and set up a monitoring and moderation schedule within their subject area. Teachers moderate the marking of a specified number of papers in line with the moderation instructions by the Subject Leaders in order to determine whether any adjustment of the marks is necessary and check whether the students' work meet the requirements of the syllabus, and complete a scaling report to

record what adjustments, if any, are recommended.

- Subject leaders use the National Curriculum/ CAIE / Edexcel /Oxford AQA specifications to make judgements about the levels of the student's work and complete a gap analysis using the Phoenix Progress Tracker. All teachers discuss the student's progress levels so that they have a common understanding of the expectations in each subject.
- Notebook scrutiny is conducted fortnightly to moderate student work and the systems/processes involved in terms of marking, presentation, progression, differentiation, assessment policy, target setting, and SOW (Schemes of Work).

## 6. Malpractice

- No communication of any sort is permitted between students from the time a student enters the exam hall until he/ she leaves the exam hall.
- No exchange of materials is permitted between students when the exam is in progress.
- If any student is caught cheating during an exam, his/her answer script will be confiscated and cancelled immediately. The student will not be permitted to write the specific exam paper, and **no marks** will be awarded for any other part of the paper completed.
- If evidence of malpractice is identified by the teacher while marking the answer scripts, **no marks** will be awarded for the entire paper.
- The parents will be informed, and further action will be taken after the decisions made by the examination panel committee, which will review the issue and suggest action.

## 7. Absence

If any student of Year 1-13 is unable to attend any internal assessment due to ill-health supported with a medical report, the absence will be considered as approved leave and marks will be awarded as per the school policy. No retest will be conducted. In case of unapproved absence, minimum pass marks will be provided in the Primary school while no marks will be awarded in the Secondary school.

**Please note if any student represents the school in any sports, debate, events etc. written consent will be required for the absence for the assessment. In such cases grades will be awarded as per the school policy. Note: This provision is only for internal exams and not applicable for Board exams.**

## 8. Roles and Responsibility Roles and Responsibility of SLT

The Principal and SLT will:

- Ensure a coherent strategy for the effective management of performance data.
- Set SMART targets for cohorts and groups of students derived from school self-evaluation and international benchmarking.
- Provide all leaders with training on the interpretation and use of data to inform target setting and expectations to inform the planning of teaching and learning
- Ensure all performance management targets will impact positively on student progress.
- Identify and celebrate the effort and success of students and staff

- Regular meeting with teachers and leaders to support learning in the classroom with analysis of current data, celebrating strengths and identifying individual needs and focusing on fragile learner groups.

**Roles and Responsibility of MLT**

Heads of Teaching, Learning and Assessment / Subject Leaders will:

- Analyse performance data in their curriculum area.
- Monitor the progress of students and staff towards targets at regular intervals and hold the teachers
- accountable for the students' achievements.
- Evaluate outcomes with reference to local and national comparative data, focusing on trends over a period, the relative performance of different groups of students, the more and less able, gender, G & T, Emiratis, SOfD and performance within and progress between key stages and performance compared to different subject areas.
- Use the data to accurately check resources and identify staff training needs
- Observe each year group's assessment data and use this as part of their analysis to support target setting for their subject area.

**Roles and Responsibility of Teachers**

Teachers will:

- Use data and apply the analysis in tracking support to ensure students are attaining expected levels and making good value-added progress.
- Update trackers at regular intervals and complete the required tasks as set out on reporting and assessment calendar
- Challenge every student and have high expectations of their progress throughout the academic year.
- Be aware of different groups of students and their relative attainment and progress against targets set.
- Encourage students to assess their progress to their set targets and help them understand how and what to improve.
- Ensure planning for teaching and learning is based on the understanding of where students are in their learning and how to get to the next level.
- Include opportunities for peer and self-assessment during weekly planning
- Assure student of their 'next targets' in Reading, Writing, Mathematics, Science, Arabic and Islamic and in other areas of the curriculum
- Reward students who achieve their targets
- Involve Teaching Assistants wherever possible to maximize progress.
- Report concerns about the progress of each student or groups of students, to SLT line manager who subsequently will ensure that these students receive early intervention in

- addition to teaching in the classroom.

- To regularly report the progress of students against their targets to parents as per assessment and reporting calendar
- Work with Leaders to complete a thorough analysis of students and identify the next steps during the performance management meetings.
- To complete a Performance Management Review at the end of each academic year

**Roles and Responsibility of students**

Students will:

- Know their 'next targets/agreed target' in all subjects and apply them to their learning on a weekly basis
- Use self-assessment to measure their progress against success criteria and personal targets (Rubrics).
- Support their peers with respect and feedback on their learning using success criteria (peer assessment)
- Seek advice and help when they need it
- Share their learning and progress with their parents

## 9. Monitoring and review

This policy will be reviewed annually or earlier if needed.