

ASSESSMENT POLICY

<i>Policy Revised By</i>	<i>SLT</i>	<i>Policy Reviewed & Monitored By</i>	<i>SLT and HODs</i>	CEHS/ASP/2026-27
<i>Date of Review</i>	<i>17/03/2026</i>	<i>Approved by</i>	<i>Principal</i>	
<i>Academic year</i>	<i>2026-2027</i>	<i>Next Review</i>	<i>16-03-2027</i>	

Rationale:

Assessment plays a vital role in effective teaching and learning. Our goal is to provide students with authentic learning experiences, supported by meaningful and appropriate assessment methods that measure both understanding and mastery of concepts.

Integrating assessment systematically into teaching practices allows us to identify learning gaps, monitor progress, and tailor instruction accordingly. It strengthens learning across the curriculum and supports teachers in refining their instructional strategies and professional judgment.

The purposes of assessment are:

1. Assessment to Promote Learning

- Teachers must consistently use assessment data to modify teaching strategies to meet individual learner needs.
- Students are empowered to take ownership of their learning through clear learning objectives and success criteria.
- Peer and self-assessment practices are embedded to encourage student reflection and goal setting.

2. Use of Assessment Data to Influence Planning

- Assessment data (formative, summative, diagnostic) is used to identify gaps in achievement among different groups of students.

3. Assessment Moderation and Quality Assurance

- Internal and external moderation ensures assessment reliability and alignment with expected curriculum standards.
- Samples of marked assessments are reviewed periodically for consistency and fairness.

4. Digital Assessment Integration

- Use of digital tools such as online quizzes, adaptive assessments, and e-portfolios is promoted to capture holistic student performance.
- Digital records are maintained to streamline analysis and facilitate evidence-based decision-making

5. Reporting and Parent Engagement

- Student assessment results are shared in student-friendly formats during PTMs to promote transparency.
- Individualized feedback is provided, focusing on effort, attitude, and strategies for improvement—not just scores.

6. Alignment with National Agenda Parameters

- Students are prepared for TIMSS, PISA, and other assessments as indicators of UAE national education goals.
- Periodic review of assessment strategies to support school contribution to national performance benchmarks.

Types of Assessment: Formative Assessment

Formative assessment is carried out by teachers in lessons. This is the on-going assessment carried out by teachers both formally and informally during a unit of work. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress.

Summative Assessment

Summative assessments occur at defined periods of the academic year such as assessment weeks and statutory assessments. Summative assessments help teachers in making end of key stage assessments and are also of use in determining the overall progress and achievement of pupils. Children who have not made expected progress or whom have fallen behind are targeted for interventions and rapid response work.

Diagnostic Test

To understand a child's different abilities, an entry level test is carried out at the beginning of the Academic Year where questions are framed on the basis of the previous year's knowledge. These tests help the teachers to understand the child's level of understanding of the subject. A target is set for the students based on the performance of the Diagnostic Test for Term1. This target is reviewed at the end of the Term and proper intervention takes place if the student fails to meet his/her Target.

Assessment in the Early Years Foundation Stage

During their time in the Early Years Foundation Stage children are assessed using the Development Matters statements, which detail the key milestones a child should achieve in age bandwidths, given in months. These assessments are based on the practitioner / teacher's ongoing observations and assessments in the prime and specific areas of learning. At the end of the reception year, the reception teacher completes the statutory Early Years Foundation Stage (EYFS) Profile for each child. Profile judgments are made on the basis of cumulative observational evidence recorded over the course of the year; children do not undergo any tests. The Early Years Foundation Stage Profile (EYFSP) describes a child's level of attainment at the end of the EYFS, and identifies their learning needs for the next stage of school.

Special Educational Needs

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities. Assessment is used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention, this will include looking at student's CAT 4 scores. Ongoing assessments results are used for effective provision mapping through

curriculum modification, teaching and learning strategies, updating IEP etc., to meet the different needs of students with special needs and disabilities.

Other Standardized tests to meet National agenda requirements:

All the students from Grade 3 to Grade 9 take International Exams [ASSET] to benchmark their performance against international standards.

All the students from Grade 1 to Grade 10 take International Exams [CAT4] to benchmark their performance against international standards.

Grade 4 & 8 appear for TIMSS, and students in the age group of 15 for PISA, and PIRLS for grade 4.

Parent Teacher Meetings (PTMs)

Parents are invited to attend formal meetings to discuss progress and targets with the class/subject teacher during the PTM. Should the need arise, parents are welcome to discuss the progress of their child with the Vice Principal/Principal at other times.

A final report for each child will be published in the portal at the end of each term, outlining the child's effort and achievement in the subjects. Information is also provided on a child's self-management, values and behavior and thinking skills.

Curriculum Links

Assessment is an integral part of curriculum delivery at our School. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. For example, in Math, regular testing of subject knowledge is appropriate, whereas in Art, teachers will use their observations of children's work to inform their judgments.

Assessment outcomes:

1. The SLT and core subject leaders analyze assessment results and discuss with staff to inform teaching and learning.
2. All assessment outcomes are used to inform future planning and measure progress towards performance management targets.
3. Inform provision mapping for special needs students.

Marking

Effective Marking helps to:

- recognize pupil achievement
- monitor pupil progress
- diagnose problems in learning
- provide feedback re progress
- provide clear guidance for improvement
- motivate and encourage pupils
- Record and report pupil attainment
- assist in evaluation and planning

Summative Assessment include:

- There will be four cycle tests for Kindergarten in a year There will be four periodic tests for grade 1 to 5
- There will be two periodic tests, Half yearly test and annual examination at the end of grade 6 to 8 There will be three periodic tests and annual examination at the end of grade 9
- There will be Three period tests and one/two model examinations at the end of grade 10
- There will be two period tests, Model examination and annual examination at the end of grade 11
- There will be two periodic tests, and two model examinations at the end of grade 12
- There will be CBSE Board examinations at the end of grade 10 and 12.

Grades 1&2

Maximum marks per subject :	100	
Types of assessment	Internal Assessment School-Based Assessment of Co-Scholastic Areas (Art Education, Health and Physical Education, including Work Experience, Discipline)	
Marks distribution	Internal Assessment 25 marks in each of the 4 examinations that will be conducted throughout the year.	
Internal Assessment		
Components of Internal Assessment	Periodic Test (Pen Paper Test)	20Marks
	Subject Enrichment and Notebooks	5 Marks

Grades 3-5

Maximum marks per subject :	100	
Types of assessment	Internal Assessment School-Based Assessment of Co-Scholastic Areas (Art Education, Health and Physical Education, including Work Experience, Discipline)	

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Marks distribution	Internal Assessment	
	Term 1: 20 marks – PT1 30 marks – Half Yearly for all subjects excluding English, Maths and Science English, Maths and Science Half Yearly will be out of 60 marks and converted to 30 marks after the exam. Term 2: 20 marks – PT2 30 marks – Annual Exam for all subjects excluding English, Maths and Science English, Maths and Science annual exam will be out of 60 marks and converted to 30 marks after the exam.	
Internal Assessment		
Components of Internal Assessment	Periodic Test (Pen Paper Test)	20Marks
	Subject Enrichment and Notebooks	5 Marks

Grades 6-8

Maximum marks per subject :	100	
Types of assessment	Internal Assessment School-Based Assessment of Co-Scholastic Areas (Art Education, Health and Physical Education, including Work Experience, Discipline)	
Marks distribution	Internal Assessment Term 1: 20 marks – PT1 80 marks – Half Yearly exam Term 2: 20 marks – PT2 80 marks – Annual exam	
Internal Assessment		
Components of Internal Assessment	Periodic Test (Pen Paper Test)	10Marks
	Subject Enrichment Notebooks	5 Marks 5 Marks

Grade 9 & 10

Grade 5 & 10		
Maximum marks per subject :	100	
Types of assessment	Internal Assessment Year End/Board Examination School Based Assessment of Co- scholastic Areas (Art Education, Health and Physical Education including Work Experience, Discipline)	
Marks distribution	Internal Assessment: Year End/Board Examination 20+80	
Internal Assessment		
Components of Internal Assessment	Periodic Test (Pen Paper Test)	5 Marks
	Multiple Assessment	5 Marks
	Subject Enrichment - consisting of aspects like Practical work for Science; Lab work for Mathematics; Map work & Project Work for Social Science and Listening and Speaking skills for languages, etc.	5 Marks
	Portfolio	5 Marks

Year End/Board Examination	
Marks	Marks 80
Duration	3 hours
Components of Board examination paper	Short Answer/Long Answer (Objective as well as Subjective)
Assessment of Co-scholastic areas	Internally Assessed On a 5-point scale

Grade 11 & 12

Maximum marks per subject:	100 marks
Types of assessment	Internal Assessment/ Practical Board Examination Assessment of Co-scholastic areas (Health and Physical Education including Work Education, General Studies)
Marks distribution	Internal Assessment /Practical: Board Exam/ Year end Exam 20:80 (Mathematics, Languages, Political Science, and Legal Studies) 20:80 (Humanities /Commerce Based Subjects and some other subjects) 30:70 (Science based subjects and some other subjects) 70:30 (Fine Arts and some other subjects)

Board Examination/ Year-end Examination	
Marks	Maximum Marks 100/80/70/30 As per nature of subject
Duration	3 hours
Components of Board examination paper	Short Answer/Long Answer (Objective as well as Subjective)
Internal Assessment/ Project work/ Practical	
Internal Assessment/ Project/ Practical	20 marks (Mathematics, Languages, Political Science) 20 marks (Humanities / Commerce Based Subjects and some other subjects) 30 marks (Science based subjects and some other subjects) 70 marks (Fine Arts and some other subjects)
School Based Assessment of Co-scholastic Areas (Work Education, General Studies, Health & Physical Education)	
Assessment of Co-scholastic areas	Internally Assessed

Grade Key:

SUBJECTS	MINIMUM PASSING MARKS
Arabic, Islamic Education and MSCS.	Arabic and Islamic studies is 50% and MSCS is 40%
All other Subjects.	33%

Marks	Grade
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
Below 33	E

Detention Policy:

Students who fail in more than two subjects will be detained. Those who fail in only one subject must take a retest and achieve a minimum score of 33% in that subject to be promoted.

Signed  Dr. Saleem Jamaludhin(Director)
(17/03/2026)

Signed  Dr. Sharafudeen Thanikatt (Principal)
(17/03/2026)