

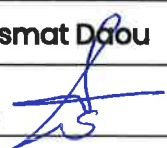


BELVEDERE
INTERNATIONAL SCHOOL

ASSESSMENT POLICY

2025-2026

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Signature		Date:	24/10/2025
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Signature		Date:	24.10.2025

Introduction

Assessment is one of the most important tools for educational improvement, as it enables the use of data and evidence to evaluate and enhance the performance of students, staff, and the school as a whole. Within a diverse and inclusive learning community such as Belvedere International School (BIS), assessment provides a shared framework to ensure consistency, fairness, and excellence in teaching and learning across all phases.

At BIS, assessment is viewed as an integral component of the teaching and learning process. It supports every student's academic journey by identifying strengths, addressing learning gaps, and informing targeted intervention and extension opportunities. The school's assessment culture promotes high expectations, reflective practice, and accountability for progress among teachers and students alike.

BIS delivers three recognised programmes that align with ADEK and international curriculum standards:

- **FS2:** Early Years Foundation Stage (EYFS)
- **Years 1–9:** National Curriculum for England (NCfE)
- **Years 10–13:** Cambridge IGCSE and A-Level pathways

In addition to these core programmes, **BIS implements the UAE Ministry of Education curriculum for Arabic Language, Islamic Education, UAE Social Studies, and Moral Education** across all relevant year groups. These subjects are taught in accordance with MoE standards and contribute to students' understanding of UAE heritage, values, and national identity, ensuring full compliance with ADEK's curriculum and assessment expectations.

Across all phases, assessment practices are guided by the principles of data-driven improvement, equity, inclusion, academic integrity, and sustainability. Teachers systematically gather assessment evidence to ensure that progress and attainment are measured accurately and that teaching strategies remain responsive to student needs. Assessment information is managed through the school's digital systems:

- **Engage MIS** records all summative assessment outcomes and provides end-of-term reports to parents that include each student's percentage score, letter grade, individual target, and subject-specific narrative summarising learning coverage and performance.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 2 of 51

- **Learning Ladders** captures ongoing formative assessment data for every learning outcome across all subjects, supporting continuous monitoring of student progress and differentiation in daily teaching.
- **GL Assessments, CAT4, FFT, and Arabic Baseline Tests (ABT)** are used as standardised benchmark tools to validate internal assessment data and inform improvement planning.

This policy ensures that assessment practices at BIS reflect the requirements of the **ADEK School Assessment Policy (Version 1.2, September 2025)** and are aligned with the school's core values of **Respect, Responsibility, Integrity, Collaboration, and Excellence**. Together, these principles underpin a culture of assessment that empowers students to take ownership of their learning, fosters teacher professionalism, and drives sustained school improvement.

Purpose

The purpose of this Assessment Policy is to define clear expectations and procedures governing the evaluation, measurement, and analysis of student learning at **Belvedere International School (BIS)**. The policy ensures that assessment processes are implemented with integrity, consistency, and alignment to the requirements of the **Abu Dhabi Department of Education and Knowledge (ADEK) School Assessment Policy v1.2 (2025)**.

Assessment at BIS serves to:

1. **Ensure measurable progress and attainment** for all learners against the standards of the **National Curriculum for England (NCfE)**, the **Cambridge International curriculum**, and the **UAE Ministry of Education (MoE)** subjects – Arabic Language, Islamic Education, UAE Social Studies, and Moral Education – in accordance with ADEK Policy 2.2 and 2.3.
2. **Inform teaching, differentiation, and intervention** through the systematic collection and analysis of assessment data. Teachers, Heads of Department, the Inclusion Team, the Head of Assessment, and the Senior Leadership Team (SLT) collaboratively analyse data at baseline and at the end of each term to identify individual, group, and whole-school trends. Findings directly inform lesson planning, curriculum adjustment, targeted support, and progress tracking over time.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 3 of 51

3. **Ensure data-driven decision-making** across all levels of school leadership.

- **Subject teachers** conduct ongoing analyses of class and subgroup progress to adapt instruction and set short-term targets.
- **Heads of Department** perform detailed subject-level analyses to evaluate attainment and progress patterns, implement departmental action plans, and monitor impact.
- The **Inclusion Team** prepares reports on Students with additional learning needs and other learners requiring additional support, using teacher and departmental analyses to design individualised provision.
- The **Head of Assessment** ensures the reliability and consistency of assessment practices across the school, oversees data collection processes, and verifies the quality of analysis and reporting.
- The **Senior Leadership Team and Governing Board** review assessment outcomes to evaluate whole-school performance and ensure that assessment procedures and improvement actions are effectively implemented and compliant with ADEK requirements.

4. **Integrate internal and external assessments** to provide a balanced and valid picture of student achievement. Internal assessments are used to track progress continuously and guide instructional planning, while external assessments – including GL Progress Tests, CAT4, FFT Literacy, and Arabic Baseline Tests (ABT) – validate school data and benchmark BIS performance against national and international standards.

5. **Promote equity, inclusion, academic integrity, and sustainability** by ensuring that assessment methods are fair, accessible, environmentally responsible, and adapted to the diverse needs of learners. Accommodations and modifications are applied in line with the ADEK Inclusion Policy, maintaining each student's normal way of working.

6. **Support UAE National Identity and values education** by assessing students' knowledge, understanding, and appreciation of Emirati heritage, culture, and moral values through the implementation of MoE subjects and the integration of UAE-relevant contexts across the wider curriculum.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 4 of 51

Through these purposes, BIS ensures that assessment is a central mechanism for improving teaching quality, enhancing learner outcomes, and achieving excellence in alignment with ADEK's vision of a high-performing, data-driven, and inclusive education system.

Scope

This Assessment Policy applies to all stakeholders of **Belvedere International School (BIS)** involved in the planning, delivery, administration, monitoring, and analysis of assessment across all phases of the school. It covers **all forms of assessment**—formative, summative, diagnostic, internal, and external—conducted from **FS2 to Year 13**, including assessments aligned to the **Early Years Foundation Stage (EYFS)**, the **National Curriculum for England (NCfE)**, the **Cambridge IGCSE and A-Level programmes**, and the **UAE Ministry of Education curriculum for Arabic Language, Islamic Education, UAE Social Studies, and Moral Education**.

The policy applies to all **teachers, Heads of Department, the Inclusion Team, the Head of Assessment, the Senior Leadership Team (SLT), the Examinations Officer, and administrative staff responsible for assessment data management**. Each role is accountable for implementing assessment practices with consistency, accuracy, and integrity in line with ADEK requirements. Teachers and HoDs are responsible for designing and analysing assessments; the Inclusion Team ensures accessibility and appropriate accommodations; the Exams Officer oversees the secure administration and registration of all external and ADEK-mandated assessments; and administrative staff maintain data accuracy, confidentiality, and secure storage in accordance with ADEK's **Data Protection and Assessment Policies**.

Students are active participants in the assessment process through self- and peer-**assessment**, target setting, and reflection activities embedded within classroom practice. Students are guided to set, monitor, and reflect on personal targets for both internal and external assessments, developing as assessment-capable learners who understand success criteria and their own progress.

Parents and guardians are engaged as partners through regular reporting, progress meetings, and access to formative and summative outcomes shared via the **Engage MIS** and **Learning Ladders** platforms. In addition, BIS conducts termly parent meetings to discuss student progress and achievement. Parents are also invited to participate in dedicated training sessions that explain the school's Assessment Policy, grading systems, and reporting procedures. These sessions ensure that parents clearly understand how assessments are conducted, what is reported, and how they can effectively support their child's learning at home.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 5 of 51

This policy should be read in conjunction with related BIS policies, including the **Teaching and Learning Policy**, **Curriculum Policy**, **Inclusion Policy**, **Behaviour Policy**, **Academic Integrity Policy**, and **Data Protection Policy**, to ensure alignment and coherence across the school's assessment framework.

Definitions

Curriculum Standards	The prescribed learning outcomes and performance expectations defined by the school's licensed curriculum (National Curriculum for England and MoE subjects). All BIS assessments—formative, summative, and diagnostic—are designed, moderated, and evaluated against these standards to measure attainment and progress accurately in line with ADEK policy.
Assessment	The ongoing process of collecting, analysing, and interpreting evidence of student learning to measure attainment, monitor progress, and inform teaching and learning. Assessment at BIS includes formative, summative, diagnostic, and external benchmark assessments.
Academic Integrity	The ethical standard of honesty and responsibility in all assessments. It requires students to submit original work, prohibits plagiarism and malpractice, and mandates transparent invigilation and secure handling of exam materials.
Formative Assessment (Assessment for Learning – AfL)	Continuous, lesson-based evaluation of student understanding, skills, and progress. It is used by teachers to adapt instruction and by students to reflect on their learning. At BIS, formative assessment is integrated into the Unified Lesson PPT system through progress checks, exit tickets, and questioning aligned to Bloom's Taxonomy and ADEK's focus on knowledge, skills, and application.
Summative Assessment	Formal assessment conducted at the end of a learning unit, term, or academic year to evaluate cumulative knowledge and skills against curriculum standards. At BIS, summative assessments include projects, mid-term and end-of-term examinations, and practical tasks recorded in Engage MIS.
Diagnostic Assessment	An initial or periodic assessment designed to identify students' strengths, gaps, and learning needs to inform targeted support or enrichment. At BIS, diagnostic assessments include internal baseline tests (FS2–Y3), CAT4 (Y4–Y11), and internal subject-specific baselines for Years 10–13.
Baseline Assessment	An initial measurement of student knowledge, skills, and understanding at the start of the academic year or phase. Baseline results are used to set targets and track progress across the year.
External / Benchmark Assessment	Standardised tests mandated or approved by ADEK to measure performance against national and international benchmarks. BIS administers GL Assessments, CAT4, FFT Literacy, and ABT (Arabic Baseline Tests) to validate internal data and ensure comparability with UAE and global standards.
External / Public Examinations	Formal international qualifications that assess cumulative learning outcomes and are externally moderated by authorised examination boards. At BIS, these include Cambridge IGCSE and A-Level examinations, conducted under strict exam protocols in compliance with ADEK and Cambridge Assessment International Education (CAIE) regulations.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 6 of 51

International Benchmark Assessments	Large-scale comparative studies used to measure BIS students' performance against global education systems. BIS participates in international assessments such as TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study), in accordance with ADEK directives. Data from these assessments inform school improvement planning and curriculum review.
Internal Assessment	School-designed evaluations used to monitor attainment and progress within the BIS curriculum. These assessments measure students' mastery of learning outcomes and are aligned with ADEK's emphasis on validity, reliability, and equity.
Learning Outcomes	Statements that describe what students are expected to know, understand, and be able to do at the end of a lesson, unit, or term. Learning outcomes at BIS are derived from the EYFS, NCfE, Cambridge, and MoE standards and are recorded and tracked through Learning Ladders .
Attainment	The level of knowledge, skills, and understanding achieved by a student in relation to curriculum standards and expected outcomes for their age and grade level.
Progress	The measurable improvement a student makes over time in knowledge, skills, and understanding relative to their starting point (baseline). BIS monitors progress termly and across subgroups to ensure equity and inclusion.
Moderation	The process of reviewing and comparing assessment evidence to ensure consistency, fairness, and accuracy in marking and assessment design across classes, subjects, and phases. BIS conducts pre- and post-moderation for all summative assessments to verify alignment with learning outcomes and ensure that both knowledge and skills are adequately assessed. In addition, formative (AfL) assessments are moderated through the review of Unified Lesson PPTs and progress-check activities, ensuring that day-to-day assessment practices remain valid, reliable, and aligned with ADEK's Quality Assessment Procedures.
Standardisation	The process of ensuring that assessment tools, rubrics, and criteria are applied uniformly by all teachers before or during marking, to maintain fairness and reliability.
Rubric	A scoring tool that defines performance criteria for an assessment task, detailing levels of achievement from emerging to mastery. BIS uses rubrics across subjects to promote transparency and consistency in marking and feedback.
Quality Assessment Procedures	The formal systems and processes that ensure assessments are valid, reliable, equitable, and aligned with ADEK standards. At BIS, this includes internal moderation, data audits, and SLT-led reviews of assessment design and outcomes.
Benchmark Thresholds	Predetermined levels or percentage ranges that define minimum and expected standards of attainment in each subject. These thresholds are aligned to ADEK standards and reviewed annually.
Assessment Data Cycle	The systematic process through which BIS collects, analyses, and uses assessment data to inform teaching, interventions, and whole-school improvement. The cycle begins with baseline assessments, followed by a structured Data Tracker Analysis after each key assessment point — baseline, end of Term 1, Term 2, and Term 3. Teachers analyse class and subgroup performance per subject, while Heads of Department conduct comprehensive departmental analyses that include gap identification, question-type analysis, and action planning to inform teaching and curriculum adjustments. The Inclusion Team uses these analyses to review the progress of students with additional needs and other target groups. During each term, by the end of every half-term, formative data from Learning Ladders is reviewed by HOD's to monitor progress on individual learning outcomes and subgroups. This continuous data cycle ensures that evidence from formative, summative, and diagnostic assessments is triangulated to drive instructional improvement, track progress over time, and align with ADEK's expectations for effective data-driven practice.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 7 of 51

Engage MIS	The school's management information system used to record all summative assessment data, generate end-of-term reports, and communicate progress to parents. Each report includes a percentage score, letter grade, target, and narrative feedback.
Learning Ladders	A digital platform used at BIS to record formative assessment data for every learning outcome across all subjects, allowing teachers to track progress continuously and provide differentiated instruction.
Unified Lesson PPT (AfL Framework)	BIS's standardised lesson presentation format that embeds formative assessment strategies throughout the learning process, ensuring consistency, student engagement, and alignment with ADEK's expectations for ongoing assessment.
Assessment for Learning (AfL)	An approach to assessment that involves students actively in understanding their learning goals and progress. It includes questioning, feedback, self- and peer-assessment, and reflection to promote ownership of learning.
Accommodations and Modifications	Adjustments made to assessments or learning environments to ensure equitable access for students of additional needs and other learners with specific requirements, without compromising assessment validity. At BIS, all modifications are directly linked to the Individual Education Plans (IEPs) of individual students and are implemented in consultation with the Head of Inclusion, who moderates and approves the appropriateness of each accommodation . These adjustments may include changes in assessment format, timing, environment, or mode of response, ensuring that every student is assessed fairly in alignment with ADEK's Inclusion and Assessment Policies.
Data Protection	The safeguarding of all student and staff information related to assessment, in accordance with Federal Law No. 45 of 2021 and ADEK data protection requirements. BIS ensures confidentiality, secure storage, and controlled access to all assessment data.
Documented Learning Plan	A plan which outlines any personalised learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioural, language, or social and emotional need.
Multilingual Learners	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.
Cycle	Refers to the stages of schooling defined by ADEK to ensure developmental alignment across phases. Cycle 1 includes FS2–Year 4 (Grades 1–4), Cycle 2 includes Years 5–9 (Grades 5–9), and Cycle 3 includes Years 10–13 (Grades 10–12/13). BIS aligns its assessment structure, expectations, and reporting to these cycles in accordance with ADEK policy.
English Language Learners (ELLs)	Students whose first language is not English and who are developing proficiency in English to access the full curriculum. BIS identifies and supports ELLs through differentiated instruction, formative assessment, and targeted interventions. Diagnostic or non-mandatory external assessments may be used to monitor progress; however, no additional fees are charged to parents, in line with ADEK requirements.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 8 of 51

School Assessment Framework and Implementation at BIS:

Assessment at Belvedere International School (BIS) is a continuous and systematic process designed to measure attainment, monitor progress, and improve teaching and learning outcomes across all phases. The school implements an integrated, cyclical framework that aligns with the requirements of the ADEK School Assessment Policy v1.2 (2025), ensuring that all assessments are valid, reliable, fair, and inclusive.

The BIS assessment framework is built on the principle of data-driven improvement, where evidence gathered through baseline, formative, and summative assessments is used to refine teaching strategies, provide targeted intervention, and celebrate achievement. The process ensures that teachers, subject leaders, and the Senior Leadership Team (SLT) are continuously informed by accurate and timely data, creating a consistent approach to assessment across all key stages.

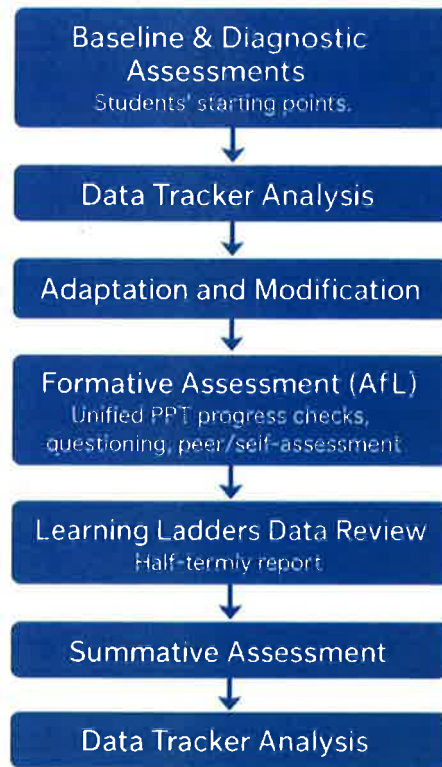
At the heart of this framework is the BIS Assessment Cycle, which demonstrates how assessment, analysis, and planning are interlinked throughout the academic year. The cycle begins with baseline assessments, followed by structured data analysis and planning adjustments. Learning is then continuously monitored through formative (AfL) practices and Learning Ladders tracking, leading up to summative assessments at mid-term and end-of-term points. Each cycle concludes with a data review at class, departmental, and whole-school levels, which directly informs the next cycle of planning and intervention.

This cyclical approach ensures that assessment is not an isolated event but a continuous loop of evidence, reflection, and improvement, promoting student progress, equity, and high expectations across the school.

The figure below illustrates the interconnected stages of the BIS Assessment Cycle:

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 9 of 51

BIS Assessment and Data Cycle



1. Types of Assessment :

1.1 Formative Assessment (Assessment for Learning – AfL)

Formative assessment at Belvedere International School (BIS) is a continuous, lesson-by-lesson process designed to measure student understanding, guide instructional decisions, and ensure ongoing progress. It is fully aligned with the ADEK School Assessment Policy v1.2 (2025), which emphasises assessment as an integral part of effective teaching and learning.

At BIS, formative assessment is embedded in every lesson through the Unified Lesson PPT system, which provides a structured approach to Assessment for Learning (AfL). Each lesson includes progress checks, guided questioning, self- and peer-assessment opportunities, and short exit tasks that assess the learning outcome. This consistent approach across all subjects ensures that students' understanding is monitored in real time and that teaching is responsive to learners' needs.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 10 of 51

All teachers are required to implement AfL strategies as a school-wide non-negotiable expectation. Teachers use data from these in-class assessments to adjust instruction immediately, differentiate tasks, and provide targeted support or challenge. Evidence of AfL practices is reviewed by Heads of Department (HoDs) and the Senior Leadership Team (SLT) through lesson observations, book reviews, and Unified PPT evaluations, ensuring consistency and quality of formative assessment across the school.

Weekly, teachers record formative evidence in Learning Ladders, tracking progress for each learning outcome across subjects. For every outcome, teachers upload student work samples or evidence from copybooks, categorising achievement levels (Supported, Core, Extended). This digital system allows for continuous monitoring of progress, enabling early identification of gaps and ensuring alignment with the school's data cycle.

Formative assessment also empowers students to take ownership of their learning. Students engage in self- and peer-assessment using:

- Orange pen – for self-marking and reflection,
- Purple pen – for peer marking and feedback, and
- Green pen – for teacher feedback.

Teacher feedback is both written and oral, clearly identifying how students performed against the learning outcome and outlining their next steps for improvement. After receiving feedback, students respond directly in their books, completing reflection tasks that demonstrate understanding and action on feedback.

At the end of each learning outcome, students complete the WWW (What Went Well) and EBI (Even Better If) reflection framework to evaluate their own learning. Additionally, each student maintains a Target Sheet at the beginning of every term, which includes:

- Previous internal and external assessment results,
- Targets for the current term and academic year,
- Self-identified actions towards achieving these targets, and
- Teacher validation and comments.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 11 of 51

Throughout the term, students track their progress by self-assessing each learning outcome as Supported, Core, or Extended. Teachers then agree or disagree with the student's self-assessment, providing professional judgment and written feedback. At the end of the term, students reflect again on their performance and set next-step actions, ensuring a cycle of reflection, feedback, and continuous improvement.

This rigorous formative assessment process ensures that assessment remains a driver of learning, enabling both teachers and students to make informed decisions and maintain accountability for progress. It reflects ADEK's expectations for assessment that is purposeful, equitable, and embedded in every stage of the learning process.

1.2 Summative Assessment

Summative assessment at Belvedere International School (BIS) provides a formal measure of student attainment and progress against defined learning outcomes, curriculum standards, and subject expectations. These assessments are aligned with the ADEK School Assessment Policy v1.2 (2025) and are designed to evaluate students' cumulative knowledge, skills, and understanding at the end of specific instructional periods.

a. Frequency and Structure

Summative assessments are conducted at the end of units, topics, projects, and each academic term across all subjects. They form the main body of evidence for students' final grades and are essential in determining overall attainment levels. Assessments are designed to measure both knowledge and skills, ensuring that tasks reflect the intended learning outcomes and incorporate varying levels of Bloom's Taxonomy to assess depth of understanding.

b. Assessment Design

The design of summative assessments is a collaborative process. For core subjects, assessments are prepared jointly by the subject teacher and the Head of Department (HoD) to ensure vertical alignment and standardisation across year groups. For non-core subjects, the class teacher leads the assessment design with HoD oversight to maintain alignment with departmental objectives.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 12 of 51

All assessments must include clearly defined rubrics or mark schemes that detail the criteria and weightings for each component. The submission of an assessment without a rubric or mark scheme is not permitted. This requirement ensures consistency, transparency, and reliability across subjects and year levels.

Summative assessments at BIS are intentionally designed with varied question types that progressively increase cognitive and skills demand across these levels. This approach ensures that students demonstrate not only knowledge recall but also critical thinking, analysis, and evaluation in line with Bloom's Taxonomy. Question formats include multiple-choice, structured response, short and extended writing, and performance-based tasks that accurately measure higher-order learning outcomes.

c. **Moderation and Standardisation**

All summative assessments at BIS undergo a rigorous two-phase moderation process, applicable to all subjects.

Pre-Moderation: Before administration, each assessment is reviewed to ensure validity, alignment with learning outcomes, and a balance between knowledge and skill components. The process begins with peer moderation ("buddy check"), coordinated by the Phase Lead, using the school's official pre-moderation template. The assessment then progresses to review by the HoD, followed by the Vice Principal and the Head of Assessment, who grants final approval for printing and distribution.

Post-Moderation: After administration and marking, all summative assessments are reviewed again before results are shared with students or recorded in Engage MIS. This review checks for marking consistency, fairness, and accuracy in applying rubrics and mark schemes. Any adjustments or corrections must be verified and approved by the HoD and Head of Assessment before finalisation.

This structured moderation cycle guarantees that all assessments meet ADEK's requirements for validity, reliability, fairness, and equity.

BIS ensures that clearly defined rubrics and marking criteria are used for all summative assessments. These rubrics are directly aligned with curriculum standards and are shared with students prior to assessment to ensure

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 13 of 51

transparency. Students apply the same rubrics for self- and peer-assessment activities to develop reflection and understanding of performance expectations. During moderation sessions, teachers use these rubrics collectively to review, compare, and validate student grades, ensuring consistency, fairness, and accuracy in marking across all departments.

d. Recording and Reporting

All summative results are recorded in the Engage MIS system. Once results are entered, the platform automatically generates the letter grade and target in line with the school's programmed grading scale. Teachers then add a narrative comment summarising performance, highlighting strengths, and identifying next steps.

Following the finalisation and moderation of summative results, teachers complete a Data Analysis Report, identifying class trends, subgroup performance, and specific learning gaps. HoDs then prepare departmental analysis reports, including recommended actions and intervention strategies, which are reviewed by the Senior Leadership Team (SLT) and inform subsequent planning cycles.

Each BIS rubric includes clear performance descriptors that define expectations for every grade level or band. These descriptors ensure transparent and consistent judgements across all subjects. To prevent grade inflation, moderation sessions involve cross-checking samples against agreed benchmarks, and SLT reviews comparative data between internal and external assessments each term. Any variances are analysed, and recalibration actions are taken to maintain the accuracy and integrity of reported grades. Final academic grades reflect only achievement of curriculum standards and exclude factors such as **attitude, participation, engagement**, or results from standardized benchmark assessments (SBAs).

All final academic grades are uploaded to the ADEK Enterprise Student Information System (eSIS) and cross-verified to ensure accuracy and alignment with approved benchmark thresholds in accordance with the ADEK School Reporting Policy.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 14 of 51

e. Weighting and Integration

In accordance with ADEK's requirements, only summative assessment results contribute to students' final grades each term. Formative assessments support learning and teaching but are not counted in final reporting. This ensures that final attainment grades reflect students' verified performance in standardised, moderated conditions. The BIS grading system is clearly defined, published, and communicated to parents, students, and staff each academic year. Grade boundaries, weighting of components, and conversion scales are reviewed annually to ensure consistency and comparability across subjects. Student promotion and retention decisions are made in accordance with the ADEK School Student Administrative Affairs Policy.

f. Inclusivity and Access

All summative assessments are designed and implemented in accordance with ADEK's inclusion requirements to ensure equitable access for students of additional needs. Where required, reasonable accommodations and modifications are provided, including adjustments to timing, format, or environment. These adjustments are always based on the student's Individual Education Plan (IEP) and must be reviewed and approved by the Head of Inclusion prior to assessment administration. The Head of Inclusion also moderates the appropriateness of all applied accommodations to ensure validity and consistency.

Through this structured and quality-assured approach, BIS ensures that all summative assessments are fair, consistent, and reflective of each student's true level of achievement, aligning with ADEK's principles of reliability, transparency, and academic integrity.

1.3 Diagnostic and Baseline Assessments

Diagnostic and baseline assessments at Belvedere International School (BIS) are integral to establishing students' starting points and identifying individual learning needs at the beginning of each academic year. These assessments are aligned with the ADEK School Assessment Policy v1.2 (2025) and ensure that teaching and learning are informed by accurate, evidence-based data.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 15 of 51

a. Purpose and Timing

Baseline assessments are conducted at the start of each academic year across all year groups to determine each student's knowledge, skills, and understanding relative to curriculum standards. Diagnostic assessments may also be administered periodically throughout the year to identify specific gaps, monitor progress for selected students, and inform targeted intervention or enrichment strategies. These assessments enable teachers to plan instruction, set individual and group targets, and ensure that teaching is responsive to learners' diverse needs.

b. Tools and Methods

BIS employs a range of diagnostic and baseline tools appropriate to each phase:

FS2–Year 3: Internal diagnostic assessments aligned with curriculum learning outcomes to evaluate literacy, numeracy, and foundational skills.

Year 4–Year 11: Cognitive Abilities Test (CAT4) is used to assess students' verbal, non-verbal, quantitative, and spatial reasoning abilities, establishing a cognitive baseline for progress monitoring and target setting.

Years 10–13: Internal subject-specific baseline assessments aligned with the Cambridge IGCSE and A-Level standards to identify prior attainment and subject readiness.

In addition, **FFT Literacy assessments** are conducted during the first week of every term to monitor progress in reading and comprehension, while GL

Progress Tests are administered in Term 3 as part of the school's benchmarking process rather than as baseline tools.

c. Data Use and Target Setting

The outcomes of diagnostic and baseline assessments are systematically analysed through the BIS Data Tracker Analysis process. Following the completion of baseline testing, teachers and Heads of Department (HoDs) conduct detailed analyses of class and subgroup performance to identify patterns, strengths, and areas for improvement.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 16 of 51

Teachers analyse class-level data to plan differentiated instruction and set individual learning targets.

HoDs prepare departmental analyses that highlight trends, subgroup performance (EAL, Emirati, gender-based), and key actions for improvement. The Head of Assessment and SLT oversee the consistency and quality of data analysis across the school, ensuring alignment with strategic improvement goals.

Data from diagnostic and baseline assessments directly inform Target Sheets for each student. These sheets record the student's previous results, set new termly and annual targets, and identify actions to achieve those targets. They also inform grouping decisions, lesson planning, and the development of Individual Support Plans (ISPs) for students who require additional intervention or extension.

d. Recording and Analysis

Diagnostic and baseline assessment results are recorded on the school's Progress Analysis Sheets rather than within the Engage MIS system. This data is incorporated into the termly data analysis cycle, which includes class-level, departmental, and whole-school reviews. The process mirrors the school's summative assessment analysis model, ensuring that findings from diagnostic data are used to inform teaching and curriculum adaptation throughout the year. Learning Ladders is also used to cross-reference formative evidence with baseline data, ensuring continuity of progress tracking across terms.

e. Inclusion and Accessibility

Diagnostic and baseline assessments are conducted with full consideration of students of additional needs, ensuring equitable access and valid measurement of their abilities. Adaptations may include simplified formats, extended time, or oral assessments, based on each student's Individual Education Plan (IEP) or existing data from the previous year. These accommodations are reviewed and approved by the Head of Inclusion prior to implementation. The Head of Inclusion ensures that the adaptations are appropriate, moderated, and consistent with ADEK's inclusion and assessment requirements.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 17 of 51

Through this comprehensive and quality-assured approach, BIS ensures that diagnostic and baseline assessments provide an accurate foundation for teaching, learning, and target setting. They serve as the cornerstone of the school's data-driven assessment framework, ensuring that every student's progress is measured fairly and consistently from the start of the academic year.

1.4 External and Benchmark Assessments

External and benchmark assessments at Belvedere International School (BIS) serve to validate internal data, measure progress against national and international standards, and inform whole-school improvement planning. These assessments ensure that attainment at BIS is consistent, credible, and comparable with other schools in the UAE and globally, in accordance with the ADEK School Assessment Policy v1.2 (2025) and ADEK's requirement for participation in recognised international benchmarking programmes such as TIMSS, PIRLS, and PISA. In addition to ADEK-mandated and board examinations, BIS may select and administer non-mandatory external assessments such as English Language Learner (ELLs) tests, cognitive ability assessments, or Arabic language assessments to support diagnostic and instructional planning. All such assessments are fully funded by the school, **and no fees are charged to parents.**

a. Purpose and Alignment

External and benchmark assessments are used to:

- **Verify internal performance data** and ensure alignment with ADEK, NCfE, and Cambridge standards.
- **Measure progress over time**, identifying strengths and areas for improvement at class, subject, and whole-school level.
- **Benchmark BIS performance** against UAE private-school averages and international indicators.
- **Inform strategic planning**, curriculum review, and targeted interventions.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 18 of 51

2. Assessments Conducted at BIS

Assessment	Year Groups	Timing / Frequency	Purpose / Focus
GL Progress Tests (English, Mathematics, Science)	Y4 – Y10 (Science except Y7)	Term 3	Measures progress against international norms; validates internal data and subject standards.
CAT4 (Cognitive Abilities Test)	Y4 – Y11	Beginning of Year/ New students.	Establishes cognitive baseline; informs target-setting and differentiation.
FFT Literacy	Y1 – Y10	First week of each term	Tracks reading and comprehension development; informs English planning and PIRLS preparation.
ABT (Arabic Baseline Test)	Arabic A and B students	Term 1 and Term 3	Evaluates Arabic proficiency; last cycle in 2025–2026 before replacement.
IGCSE & A-Level Examinations (Cambridge)	Y10 – Y13	Term 3	Internationally accredited external qualifications validating academic standards.
TIMSS, PIRLS, PISA	As designated by ADEK	As scheduled	Benchmarks BIS achievement in relation to UAE Vision 2031 and global standards.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 19 of 51

a. Administration and Oversight

The Head of Assessment, Exams Officer, Phase Leads, and Heads of Department (HoDs) coordinate all external and benchmark assessments to ensure consistency, accuracy, and compliance.

Scheduling & Registration: The Exams Officer maintains registration, timetabling, and make-up arrangements for absent students.

Secure Storage: All assessment materials are stored in a secure, access-controlled facility. Each envelope contains the marked scripts, pre- and post-moderation sheets, and rubrics or mark schemes, and remains sealed and archived for verification.

Invigilation Protocols: All teachers serving as invigilators receive formal training in ADEK-aligned procedures, ensuring standardised administration and exam integrity.

Teacher Preparation: Teachers receive annual briefings on assessment conduct, invigilation responsibilities, and moderation standards.

All internal and external assessment schedules, coordinator details, and testing plans are submitted to the ADEK School Assessment module within the Activity System at least one week before the start of each academic year.

b. Student Preparation:

GL Assessments: Question formats embedded in classroom learning; mock GL exam held annually.

IGCSE/A-Levels: All internal summatives mirror the Cambridge exam format, serving as mock IGCSEs.

TIMSS: Preparation through reasoning, problem-solving, and scientific enquiry tasks in lessons and booklets.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 20 of 51

PIRLS: Reading instruction informed by FFT data to meet international comprehension benchmarks.

PISA: Applied knowledge practice in reading, mathematics, and science integrated into lesson design and pre-exam preparation.

Study and examination leave for board or pre-collegiate examinations apply exclusively to Cycle 3 students (Years 10–13) and must be pre-approved by ADEK. Study leave may be granted for a maximum of four weeks per academic year. During any approved leave, BIS ensures that missed learning time is supported through catch-up sessions or online access to learning materials. In addition, BIS ensures that a minimum of 97% of eligible students in Grades 3–9 (Years 4–10) complete all ADEK-mandated Standardised Benchmark Assessments (SBAs). Make-up sessions are organised for absent students to maintain full compliance with ADEK requirements.

c. **Data Analysis and Use**

Upon release of external results, data are incorporated into the whole-school Data Tracker.

- **Teachers** analyse individual and class outcomes to refine instruction.
- **HoDs** produce subject-specific analyses comparing internal and external results to identify trends and close gaps.
- **Head of Assessment and SLT** review aggregate data for each year group, benchmarked against ADEK targets and national averages.

Internal and external results are collated in a combined broad-sheet, allowing longitudinal comparison and triangulation. Findings feed directly into the School Evaluation Form (SEF) and the annual **School Improvement Plan**, ensuring external evidence drives strategic decisions.

d. **Inclusion and Access**

All students, including those with additional learning needs, are expected to participate in external assessments and examinations in line with ADEK requirements.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 21 of 51

There are **no routine modifications** to externally standardised assessments unless **formally approved by ADEK**. In cases where a student's disability or impairment prevents equitable participation, the school may submit a **formal exemption request** to ADEK, supported by diagnostic and specialist documentation.

Where permitted by the external examination board, **reasonable accommodations** (e.g., extra time, reader, scribe, assistive technology, or alternate formats) may be applied. Such accommodations must not alter assessment standards or outcomes and must be:

- recommended in the student's **Individual Education Plan (IEP)**;
- **reviewed and approved** by the **Head of Inclusion**; and
- documented and retained for ADEK inspection.

The school maintains records of all accommodation or exemption requests, supporting evidence, and communications with ADEK, parents, and the external provider.

e. **Integrity and Compliance**

BIS upholds the highest standards of academic integrity, confidentiality, and compliance in all assessment practices. The school's procedures align with ADEK Policy v1.2 (2025) and the integrity protocols of external assessment providers, ensuring that all assessments are fair, transparent, and free from bias or malpractice.

BIS also promotes sustainable assessment practices by prioritising digital formats where appropriate, minimising paper usage, and ensuring secure and environmentally responsible storage and disposal of assessment materials.

f. **Policy Governance**

The Head of Assessment and Exams Officer jointly oversee the implementation of the BIS Assessment Integrity Framework, which establishes expectations for ethical assessment conduct, data protection, and confidentiality. All staff

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 22 of 51

involved in assessment administration, moderation, or data handling must annually sign the **Assessment Integrity Declaration**, acknowledging their responsibility to uphold fairness and impartiality.

g. **Secure Storage and Handling**

All external and summative assessment materials are stored in a ~~restricted-access~~ **secure room** under the supervision of the Exams Officer.

- Printed papers, marking guides, and moderation forms are kept in **sealed, labelled envelopes**, each logged on a tracking register.
- After moderation and data entry, marked scripts are re-sealed and archived for one academic year.
- Digital assessment files are stored on the school Drive with restricted access permissions.
- Disposal of outdated assessment materials is conducted securely, in accordance with ADEK data protection guidance.

h. **Administration and Invigilation Protocols**

All staff involved in assessment delivery receive annual invigilation and compliance training, covering **exam conduct, timing procedures, communication protocols, and emergency contingencies**.

- Invigilation schedules are prepared and approved by the Exams Officer and Phase Leads.
- Invigilators are rotated to prevent conflict of interest.
- Class teachers are not assigned to invigilate their own students.
- **Attendance registers, seating plans, and invigilation reports** are maintained and stored as part of the assessment record.

Any irregularities during administration—such as unauthorized assistance, missing papers, or breaches of timing—must be immediately reported to the Head of Assessment, who leads a formal review with the SLT.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 23 of 51

i. **Academic Malpractice and Investigation**

BIS enforces a **zero-tolerance policy** on academic dishonesty. Malpractice may include **plagiarism, unauthorised assistance, advance access to materials, or data manipulation.**

When suspected:

1. The invigilator or teacher files a **Malpractice Report** to the Head of Assessment.
2. The Head of Assessment convenes an **Investigation Panel** (comprising the HoD, SLT, and Exams Officer).
3. Evidence is reviewed, and findings are documented in a **Confidential Integrity Log**.
4. Appropriate action is taken in accordance with ADEK and external examination board regulations.
5. Parents are informed, and the case outcome is recorded for ADEK inspection.

j. **Quality Assurance and Review**

The **Head of Assessment** conducts **termly internal audits** of assessment procedures, reviewing compliance with storage, invigilation, and moderation requirements. Findings are presented to the **SLT** and the **Governing Board** as part of the school's continuous improvement process.

Through these structured systems, BIS ensures full compliance with ADEK's expectations for integrity, transparency, and accountability in all assessment processes.

3. **Recording, Reporting, and Communication of Assessment Information**

BIS maintains a transparent, reliable, and secure system for recording, analysing, and communicating assessment information. All assessment data are collected through authorised platforms and reviewed systematically to ensure accuracy, confidentiality, and consistency with the **ADEK School Assessment Policy v1.2 (2025)**.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 24 of 51

a. Recording of Assessment Data

Assessment data are recorded using three integrated platforms: **Engage MIS**, **Learning Ladders**, and **Data Tracker Analysis Sheets**.

- **Engage MIS** records all **summative assessment results** once post-moderation is completed and approved.
 - The **Exams Officer** prepares and configures the platform, ensuring weightings and parameters are accurate.
 - **Teachers** enter final marks; **HoDs** review entries using the *Buddy Checklist*; the **SLT** verifies before reports are released to parents.
 - Data are uploaded immediately after final moderation to maintain real-time accuracy.
- **Learning Ladders** records **formative assessment evidence**.
 - **Teachers** upload weekly judgments and student evidence for each learning outcome.
 - **Phase Leads** monitor weekly updates, and **HoDs** download and analyse bi-weekly reports to identify progress trends and inform planning.
- **Data Tracker Analysis Sheets** consolidate data from baseline, formative, and summative assessments.
 - Teachers and HoDs conduct detailed analyses per class and subgroup each term, as previously described in the BIS Data Cycle.
 - Findings inform teaching adaptation, intervention planning, and departmental actions.

b. Data Validation and Security

All entries undergo validation by HoDs and the Head of Assessment before final submission.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 25 of 51

Access to platforms is strictly role-based:

- Teachers → own classes and subjects
- HoDs → all classes within department
- Phase Leads and SLT → full-school access

All systems are password-protected, encrypted, and backed up. Assessment information is retained for **five years**, stored digitally (Engage / shared drive) and physically (summative and baseline archives).

c. BIS Bands of Progress and Attainment

BIS applies consistent attainment and progress bands across all phases, ensuring comparability and alignment with ADEK performance descriptors.

Early Years (FS2)

Progress	Attainment
Well Below Expected (WBE)	Emerging (E)
Below Expected (BE)	Developing (D)
Expected (E)	Secure (S)
Above Expected (AE) / Better than Expected Progress (AE)	Greater Depth (GD)

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 26 of 51

Primary and Secondary School (Y1 – Y13)

Progress	Attainment
Well Below Expected (WBE)	Working Below (WB)
Below Expected (BE)	Working At (WA)
Expected (E)	Working Above (WAb)
Above Expected (AE) / Better than Expected Progress (AE)	Exceeding (E)

BIS Attainment Band Matrix

Band	Definition	Percentage
Above Expected	Meets curriculum standards above expected level	≥ 75%
At Expected	Meets curriculum standards at expected level	70–74%
Below Expected	Below expected standard	< 70%

Alignment with BIS Achievement Parameters

- **Very Weak:** up to 15 % of students at curriculum standard
- **Weak:** Less than three-quarters < 75 % at curriculum standard

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 27 of 51

- **Acceptable:** Most (75% – 90%) students attain levels that are in line with curriculum standards and a few are above.
- **Good:** Majority (50% – 60%) of students attain levels that are above curriculum standards.
- **Very Good:** A large majority (61% – 74%) of students attain levels that are above curriculum standards.
- **Outstanding:** Most (75% – 90%) students attain levels that are above curriculum standards.

Progress Ranges Within the Academic Year

Starting Point	Below Expected Progress	Expected Progress	Better than Expected Progress
0–49	< 5 marks improvement	5 – 10 marks improvement	> 10 marks improvement
50–69	Below starting point	0 – 5 marks improvement	> 5 marks improvement
70–100	> 10 marks regression	5 – 10 marks below/above	< 5 marks below or above

Cohort analyses are produced for overall data, gender, **students of additional needs, Gifted & Talented**, and **UAE nationals**. These analyses identify progress gaps and drive targeted interventions.

Report Grading System

Formal reporting uses the **Engage MIS** system to generate grade reports combining percentages, letter grades, and teacher narratives.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 28 of 51

FS2 Grading Scale

Grade	% Range
A+	95 – 100
A	90 – 94
B	80 – 89
C	70 – 79
D	60 – 69
E	50 – 59

Years 1 – 13 Grading Scale

Grade	% Range
A*	90 – 100
A	80 – 89
B	70 – 79
C	60 – 69
D	50 – 59
E	40 – 49
F	30 – 39
G	20 – 29
U	0 – 19

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 29 of 51

Every subject includes:

- Attainment percentage + grade + next-step target + narrative comment.
- Teacher narrative summarises academic achievement only; **behaviour, attendance, or attitude are excluded from attainment calculations** but may be noted qualitatively in comments.

	Attainment	Grade	Target
Humanities	75	B	A
Comment: In Humanities this term, students developed a strong understanding of key physical and human geography concepts. They explored how different rock types are formed and how these relate to various landscapes. Students also examined the global issue of water scarcity, analysing its causes, impacts, and possible strategies to improve water supply. Through these topics, they enhanced their analytical and problem-solving skills, as well as their ability to connect geographical knowledge to real-world situations. Suhail has shown noticeable improvement in attentiveness and cooperation, completing all assigned tasks responsibly. His current attainment level is good, and with consistent revision and targeted practice, he has the potential to achieve excellent results. Setting small, achievable weekly goals will help him maintain steady progress.			

a. Reporting to Parents and Students

Parents receive **three formal digital reports per academic year** via Engage MIS. Each report details attainment, progress, and subject comments.

Following each reporting cycle:

- **Whole-school Parent-Teacher Meetings** are held over two days.
- Additional meetings may be arranged upon parent request.
- Teachers maintain regular contact through official school communication channels to update parents on academic and behavioural progress.
- Parents have real-time access to the **Engage Parent Portal** and **Learning Ladders Parent View** to monitor progress continuously.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 30 of 51

b. Assessment Calendar Communication

At the start of each term, **Belvedere International School (BIS)** shares a comprehensive **Assessment Calendar** with parents and students. This calendar outlines the schedule, type, and coverage of all upcoming assessments for each subject and year group, ensuring that the entire school community remains informed and prepared.

The calendar is jointly prepared by the **Head of Assessment** in consultation with **Heads of Department**, following feedback from subject teachers. It is reviewed and approved by the **Vice Principal** prior to publication. The calendar is distributed digitally as a **PDF document** through the **Engage Parent Portal**, **ClassDojo**, and **class notice boards**, ensuring accessibility for both students and parents.

While the main calendar is provided in **English**, it is accompanied by a bilingual (English and Arabic) explanatory letter for Emirati families. In addition, a **Continuous Assessment Schedule** is shared weekly, detailing the exact dates, timings, and topics of each assessment, while project-based assessments are accompanied by a separate letter outlining the project title, objectives, and success criteria.

Any updates or changes to assessment schedules are promptly communicated to parents and students by **form teachers**, ensuring clarity and consistency. The **Head of Assessment** and **Phase Leaders** oversee this process to guarantee that all information remains accurate, transparent, and compliant with **ADEK's expectations for parental engagement and communication**.

c. Internal Data Sharing and Use

After each reporting period:

- **Teachers and HoDs** meet weekly to discuss student performance and planning.
- **Bi-weekly Data Meetings** are held between HoDs, Phase Leads, and Head of Assessment.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 31 of 51

- HoDs compile detailed **Data Analysis Reports** and present findings to the SLT.
- Outcomes inform morning interventions and after-school booster classes for both supported and extended students.
- Parents are informed by email when their child is selected for intervention or extension. Consent is obtained and followed up by phone if necessary.
- Differentiated booklets are produced by subject teachers targeting specific learning gaps. Each booklet includes a tracking chart of learning outcomes and achievement dates.

The Inclusion and EAL teams receive data summaries after each analysis cycle to adjust ISPs and support plans accordingly.

d. **Data Protection and Confidentiality**

BIS strictly adheres to **ADEK Data Protection Guidelines** to safeguard student information:

- Assessment data retained for five years.
- Secure digital storage (Engage / shared drives) and physical archiving (for summative and baseline scripts).
- Access limited to Teachers, HoDs, Phase Leads, SLT, and Head of Assessment.
- Data shared externally only with parental consent or when required by ADEK.

Through these rigorous systems, BIS ensures that assessment data are accurate, secure, and communicated transparently to all stakeholders, fulfilling ADEK expectations for validity, accountability, and confidentiality.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 32 of 51

4. Moderation and Standardisation

Purpose

Moderation and standardisation at **Belvedere International School (BIS)** ensure that all assessment judgements are valid, reliable, and equitable across subjects, phases, and year levels.

These processes guarantee that students' performance is measured accurately against curriculum expectations, and that grading remains consistent across teachers and departments.

Moderation supports the school's commitment to **academic integrity, fairness, and quality assurance**, as mandated by **ADEK Assessment Policy (v1.2)** and in alignment with the **National Curriculum for England (NCfE)**, **EYFS Framework**, and **Cambridge International Standards**.

a. Moderation Calendar

Moderation is embedded throughout the school year as part of the BIS Quality Assurance Cycle:

Type of Moderation	Timing	Scope
Lesson Planning Moderation	Weekly	Review of formative and AFL content within lesson plans to ensure alignment to learning outcomes and skills coverage.
Pre-Assessment Moderation	Three weeks before each summative assessment window	All core and non-core subjects; checks validity, balance, and alignment to standards.
Post-Assessment Moderation	Immediately after marking completion	Ensures consistency and fairness across all levels and subjects before data entry into Engage MIS.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 33 of 51

Pre-Moderation Process

All assessment tasks are subject to **Pre-Moderation** before being administered to students.

This process involves a structured, multi-level review to ensure quality, alignment, and fairness.

Sequence of Review:

1. The **teacher** drafts the assessment and conducts a **buddy check** using the official *Pre-Moderation Form*.
2. The **Head of Department (HoD)** reviews content validity, rubric consistency, and cognitive challenge.
3. The **Vice Principal** verifies alignment with school standards and ADEK requirements.
4. The **Head of Assessment** gives final approval for printing and distribution.

Pre-Moderation Template Criteria include:

- Alignment with learning outcomes and curriculum standards
- Balance between knowledge and skills
- Rubric or mark scheme completeness
- Accuracy of format and layout
- Clarity of instructions
- Technical accuracy and appropriate language
- Inclusion of all cognitive levels (Bloom's Taxonomy)
- Confirmation of rubric inclusion
- Section for written feedback and signatures

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 34 of 51

No assessment is authorised for student use until all pre-moderation stages are completed and documented.

Post-Moderation Process

After assessments are marked, **Post-Moderation** ensures reliability and accuracy of teacher judgements.

Process:

1. A sample of student work is selected – *higher achiever, medium achiever, lower achiever, and random sample*.
2. The assessment is reviewed using the *Post-Moderation Sheet*, verifying rubric use, accuracy of marking, and quality of feedback.
3. Adjustments, if needed, are made in consultation with the subject teacher.
4. Final results are verified and signed off by the **Head of Assessment** prior to Engage MIS entry.

Post-Moderation Form includes:

- Learner name, original mark, moderated mark, SLT moderation, deviation
- Checklist confirming accuracy, rubric use, signature, and dating of task
- Signatures of Subject Teacher, HoD, SLT, and Head of Assessment with dates of approval

All moderation evidence (pre- and post-) must be sealed together with the assessment papers in a labelled envelope, signed and submitted to the **Exams Officer** for secure storage.

b. Calibration and Standardisation

To maintain consistency of expectations and comparability across year groups and phases, **BIS conducts termly standardisation and calibration sessions**:

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 35 of 51

- Departmental meetings are used for **shared marking, comparison of scripts, and boundary setting**.
- **Exemplar scripts** and model answers are developed collaboratively to illustrate grading standards.
- **Annual calibration CPD** ensures all staff interpret rubrics and criteria consistently across the school.
- **Phase transition moderation meetings** (FS2–Primary–Secondary) ensure smooth continuity of expectations between key stages.

Cross-Phase and External Moderation

Cross-phase moderation is conducted **once per term** and additionally during whole-school **CPD sessions** to align standards vertically across FS2 to Year 13.

External moderation occurs through:

- **Cambridge International** verification for IGCSE and A-Level qualifications.
- **ADEK moderation reviews and spot checks**, as required under regulatory inspections.

When applicable, departmental moderation records are shared with external bodies to support accountability and transparency.

c. Evidence, Documentation, and Retention

All **Pre- and Post-Moderation Forms**, along with associated assessments, rubrics, and student samples, are sealed in a single envelope per class or assessment. The **Exams Officer** verifies documentation completeness before accepting materials for secure storage.

All moderation evidence is retained for **a minimum of one academic year** and may be archived for inspection or quality review.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 36 of 51

Digital records (templates, reports, sign-offs) are stored in the **BIS Shared Drive – Assessment Folder** under restricted access.

d. Roles and Responsibilities

Role	Responsibility
Teacher	Designs assessments, conducts buddy check, marks accurately using rubric, and participates in moderation.
Head of Department	Reviews assessment quality, alignment, and fairness; ensures moderation documentation is completed.
Phase Leader	Oversees moderation across subjects within the phase, ensuring consistency and timely submission of records; collaborates with the Head of Assessment on quality assurance.
Vice Principal	Provides oversight of phase-level moderation and verifies compliance with BIS requirements before final approval.
Head of Assessment	Provides overall quality assurance, signs off moderation for Engage entry, and monitors consistency school-wide.
Exams Officer	Manages secure storage, maintains moderation records, and ensures compliance with ADEK requirements.

5. Assessment of Students of Additional Needs and Gifted & Talented

Purpose

Belvedere International School (BIS) is committed to ensuring that every student can demonstrate their learning through fair, reliable, and equitable assessment practices.

All assessment arrangements for students of additional needs (ALN) and gifted & talented (G&T) students are designed to provide **equal access** to curriculum expectations without compromising the validity or integrity of the assessment process.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 37 of 51

a. **Assessment of Students of Additional Needs**

Identification and Inclusion

Students of additional needs are identified through:

- **Teacher referrals**, supported by classroom observations and performance trends.
- **External diagnostic or psychological reports**, when available.

The Inclusion Department, in collaboration with class teachers and phase leaders, maintains **Individual Education Plans (IEPs)** for all identified students, outlining accommodations and support strategies.

Accommodations and Modifications

Assessment accommodations and modifications are directly linked to students' IEPs and approved jointly by the **Head of Inclusion** and the **Head of Assessment**. Examples of accommodations include:

- Extra time allocations
- Use of a reader or scribe
- Enlarged print or digital copies
- Simplified or adapted language
- Alternative response formats (typed or oral)

Adaptations ensure that assessment validity and learning outcomes remain consistent with the standards of the National Curriculum for England and Cambridge frameworks.

Assessment Practice

Both **formative and summative assessments** are adapted where necessary.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 38 of 51

- Modified papers are prepared collaboratively by the subject teacher and the Inclusion Department.
- These papers undergo a separate moderation process led by the **Head of Inclusion** and verified by inclusion support teachers to ensure alignment with IEP targets and curriculum standards.
- Results are analysed alongside mainstream assessments to monitor parity and identify progress.

Tracking and Review

Progress for students of additional needs is tracked termly through:

- **Data Tracker Analysis Sheets**
- **Individual Support Plans (ISPs)**
- **Individual Education Plans (IEPs)**

The Inclusion Team analyses academic data and progress indicators termly to adjust interventions, update IEPs, and inform future planning.

Findings are reviewed in collaboration with the **Head of Assessment**, Phase Leaders, and HoDs to ensure equity and consistent expectations across the school.

b. Assessment of Gifted & Talented (G&T) Students

Identification

Gifted and Talented students are identified through:

- **CAT4 and GL Assessment results**, identifying students achieving in the high and very high percentile ranges.
- **Teacher nominations** based on classroom performance, creativity, leadership, and sustained excellence.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 39 of 51

All identified students are listed in the G&T register maintained by the Inclusion Department and monitored through the Data Tracker.

Assessment Practice

G&T students are provided with enhanced assessment opportunities designed to promote challenge, innovation, and critical thinking.

These include:

- **Higher-order assessment tasks** requiring evaluation, justification, and creativity.
- **Open-ended projects** and **extended learning investigations**.
- **Participation in academic competitions** and **enrichment programs**.
- Integration of external benchmarking data (CAT4 and GL) into termly performance tracking.

Their attainment and progress are tracked as a distinct subgroup within the Data Tracker, with analysis informing enrichment planning and differentiated targets.

Monitoring and Reporting

The Inclusion Team, in coordination with Phase Leaders and the Head of Assessment, monitors the assessment outcomes of all students with additional needs and G&T students **termly**.

Reports are produced following each analysis cycle to highlight trends, intervention needs, and notable progress.

Parents are kept informed through:

- Scheduled meetings and review sessions
- Written communication via official school email channels

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 40 of 51

- Follow-up phone calls to confirm support arrangements or enrichment opportunities.

All communications and IEP/ISP reviews are documented and stored in accordance with **ADEK's Data Protection and Inclusion Guidelines**.

c. Roles and Responsibilities

Role	Responsibility
Class Teacher / Subject Teacher	Implements agreed accommodations, records progress, and liaises with the Inclusion Department.
Head of Inclusion	Oversees all modifications and ensures they align with IEPs; leads moderation of adapted assessments.
Inclusion Department	Supports teachers in creating modified assessments and monitors the progress of students under ISP/IEP frameworks.
Head of Assessment	Ensures data on ALN and G&T students is accurately reflected in Data Tracker and reported termly.
Phase Leaders / HoDs	Monitor implementation within departments and ensure consistency across classes.
Parents	Engage in review meetings, support home-based learning plans, and provide feedback on accommodations or enrichment plans.

6. Roles and Responsibilities

The successful implementation of assessment at Belvedere International School (BIS) relies on a shared understanding of responsibilities among all stakeholders.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 41 of 51

Each role contributes to ensuring that assessments are **valid, reliable, equitable, and aligned** with ADEK's regulatory requirements.

Role	Responsibilities
Principal	Provides strategic leadership for the school's assessment framework, ensuring full compliance with ADEK regulations and alignment with the National Curriculum for England, EYFS, and Cambridge frameworks. Oversees quality assurance, assessment integrity, and reporting systems across all phases. Approves assessment-related policies and ensures data-driven decision-making informs whole-school improvement.
Vice Principal	Oversees operational implementation of the assessment policy within their respective phases. Ensures consistency and fairness in assessment procedures, moderation, and reporting. Supports staff capacity-building in assessment literacy and ensures compliance with ADEK's inspection and reporting standards.
Head of Assessment	Leads and manages the whole-school assessment strategy. Monitors assessment quality, validity, and consistency across all subjects and phases. Works closely with Phase Leaders, HoDs, and the Inclusion Department to analyse school-wide data, identify trends, and implement interventions. Oversees moderation records, reporting accuracy, and data protection compliance.
Head of Curriculum	Ensures that curriculum design and implementation are informed by assessment data and student performance trends. Collaborates with the Head of Assessment and Phase Leaders to align teaching, learning, and assessment across all phases. Reviews curriculum maps and schemes of work based on assessment findings to ensure progression, coherence, and alignment with ADEK standards and the National Curriculum for England. Contributes to the development of subject-specific assessment criteria and ensures that cross-curricular priorities and UAE National Identity links are effectively embedded and evaluated through assessments.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 42 of 51

Phase Leaders	Coordinate assessment, moderation, and reporting practices within their phase. Monitor implementation of assessment procedures, ensure consistency between subjects, and verify timely submission of data and moderation records. Collaborate with the Head of Assessment to ensure quality assurance and equitable assessment practices across their phase.
Heads of Department (HoDs)	Ensure that assessments within their subject areas are valid, reliable, and aligned to curriculum learning outcomes. Lead departmental pre- and post-moderation, analyse student performance data, and prepare departmental assessment reports with actions for improvement. Support teachers in using assessment outcomes to inform planning and differentiation.
Teachers	Implement formative and summative assessments according to school and ADEK policy. Maintain accurate assessment records, mark fairly using approved rubrics, and provide constructive feedback to students. Record all assessment outcomes promptly in Engage MIS and Learning Ladders, ensuring evidence of progress and attainment.
Head of Inclusion	Ensures that assessment accommodations and modifications for students of additional needs are implemented as per IEPs. Approves adapted assessment materials in collaboration with the Head of Assessment and monitors equitable access and validity of results. Oversees inclusion data and ensures accurate reflection in school assessment reports.
Exams Officer	Manages all internal and external assessment logistics, including scheduling, secure storage, registration, invigilation, and post-assessment archiving. Ensures all procedures meet ADEK's expectations for confidentiality, fairness, and transparency. Maintains integrity logs and compliance documentation.
Parents and Guardians	Engage actively with their child's learning by reviewing assessment feedback and reports on the Engage Parent Portal and Learning Ladders. Attend parent-teacher meetings and support agreed interventions or enrichment plans to improve learning outcomes.
Students	Take ownership of their learning and act on teacher feedback to improve performance. Participate in assessments with honesty, integrity, and effort. Use target sheets, self-assessment, and peer reflection to monitor progress and set improvement goals.

Governing Board	Reviews and approves the school's assessment policy annually. Monitors assessment performance through termly reports and ensures alignment with ADEK regulations and strategic improvement priorities.
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7. Assessment Misconduct and Breach Procedures

Purpose

Belvedere International School upholds the highest standards of assessment integrity in line with the ADEK Assessment Policy. This procedure ensures that all examinations and assessments are conducted fairly, securely, and transparently, with clear mechanisms for identifying, reporting, and managing any breaches or misconduct.

a. Procedures for Managing Examination Misconduct and Breaches

Identification of Breaches

Assessment misconduct refers to any act that compromises the fairness, reliability, or validity of an assessment.

Examples include, but are not limited to:

- Cheating, plagiarism, or collusion during assessments.
- Unauthorized access to examination materials or data.
- Tampering with or falsifying marks, grades, or student records.
- Breach of examination confidentiality by staff or students.
- Non-compliance with invigilation, moderation, or data handling procedures.

Any suspected case of misconduct must be reported immediately to the **Head of Assessment** or **Exams Officer** using the *Breach of Assessment Report Form*.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 44 of 51

b. Reporting and Investigation

- The Head of Assessment, in coordination with the Vice Principal, initiates a formal investigation within two working days of the reported incident.
- All incidents are documented and stored securely in the *Assessment Integrity Folder* (digital and physical copies).
- Where the breach involves external examinations or serious violations, the official examination board and ADEK will be notified immediately following official procedures.
- Findings are discussed in the subsequent senior management meeting to ensure transparency and accountability.

c. Corrective and Disciplinary Actions

Based on the outcome of the investigation:

- Students: may face invalidation of the assessment, re-assessment, or disciplinary measures in accordance with the school's behaviour policy.
- Staff: may receive a formal warning, retraining, or disciplinary action depending on the severity of the misconduct.
- Systemic issues: trigger a review of assessment procedures, moderation processes, or invigilation protocols to prevent recurrence.

All actions taken are recorded and filed for audit and policy review purposes.

Type of Breach / Misconduct	Corrective / Disciplinary Action (Aligned to BIS Behaviour & Assessment Policies)	Responsible Authority
Minor procedural error (e.g., late submission of marks, incomplete documentation, missed moderation deadline)	Verbal or written warning; retraining on correct assessment procedures; monitored follow-up in next assessment cycle.	Head of Assessment / HoD

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 45 of 51

Student academic misconduct (e.g., cheating, plagiarism, collusion during assessment)	Classified as a Level 3 Offence under the BIS Behaviour Policy. • Immediate onsite suspension pending investigation. Case reviewed by Behavioural Management Committee (BMC) . Parent meeting held to discuss actions. Disciplinary measures may include invalidation of the assessment and further sanctions per BMC decision.	BMC
Repeated student misconduct (multiple or severe breaches of academic honesty, including use of unauthorised materials, impersonation, or aiding others in cheating)	Classified as Level 3 or Level 4 Offence depending on severity. Immediate offsite suspension pending investigation. BMC review with possible escalation to ADEK for approval of expulsion. Documented in Behaviour and Assessment Integrity Log .	BMC
Staff procedural breach (e.g., unauthorised access to assessments, mishandling papers, data entry errors)	Managed under BIS Staff Disciplinary Procedures in line with HR Policy and ADEK regulations.	Vice Principal / Principal
Breach of confidentiality (e.g., sharing secure assessment materials, data leaks, or unauthorised discussions)	Formal investigation under BIS Staff Disciplinary Procedures ; possible suspension pending inquiry; disciplinary action following HR and ADEK guidelines.	Principal / Governing Board
Tampering with assessment data or marks	Immediate investigation; invalidation of results; documentation and formal report submitted to ADEK if deemed major as per HR Policy .	Principal / Governing Board
Systemic or repeated non-compliance (e.g., failure to follow moderation, continuous inaccurate data entry, missing deadlines)	Full review of systems and staff performance; retraining on data accuracy and moderation; SLT oversight for next term.	SLT

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 46 of 51

d. Communication and Awareness

- All teaching and support staff receive training on Assessment Integrity and Misconduct Procedures during induction.
- Attendance is documented, and all staff sign the Assessment Integrity Declaration confirming their awareness and responsibility.
- Updates or refresher sessions are delivered termly or following any procedural revisions.
- Students and parents are informed of exam conduct expectations through assessment briefings, letters, and communication via the school communication channels such as Email and Class Dojo.

e. Documentation and Monitoring

- The Head of Assessment maintains a confidential log of all reported breaches and outcomes.
- The Vice Principal and Principal review integrity reports termly as part of the Quality Assurance cycle.
- Evidence of all training, declarations, and investigations is stored for ADEK compliance review.
- Outcomes and patterns from misconduct cases inform future staff training and system improvement.

f. Evidence of Compliance

The following evidence will be available for ADEK inspection:

- Signed Assessment Integrity Declarations (annual).
- Training attendance records and materials.
- Completed Assessment Breach Report Forms (if applicable).

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 47 of 51

- Minutes of SLT discussions and QA reviews on integrity.
- Updated policy and procedural documentation.

8. Quality Assurance and Evaluation

Belvedere International School (BIS) implements a rigorous, ongoing process of quality assurance to ensure that all assessment practices are valid, reliable, and aligned with ADEK and school policy expectations.

Quality assurance at BIS is continuous, systematic, and collaborative – embedded into planning, teaching, moderation, and data analysis throughout the academic year.

a. Quality Assurance Framework

Quality assurance is integrated into every phase of the BIS Assessment and Data Cycle.

Through regular lesson observations, book reviews, moderation processes, and departmental data analysis, the school maintains an ongoing evaluation of assessment quality.

The **Head of Assessment** leads this process in collaboration with the **Vice Principal, Phase Leaders, and Heads of Department (HoDs)**. This team ensures that assessment procedures across all subjects remain consistent, transparent, and in compliance with ADEK policy.

Ongoing QA activities include:

- Verification of lesson planning and formative assessment implementation (Unified PPT and Learning Ladders).
- Review of moderation documentation and accuracy of marking.
- Cross-checking of assessment data between Engage MIS, Learning Ladders, and the Data Tracker.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 48 of 51

- Sampling of student work to verify alignment with curriculum standards.
- Monitoring of inclusion accommodations and modifications through IEP reviews.

b. Data Accuracy and Verification

To uphold the accuracy and reliability of student performance data, BIS maintains a multi-stage data verification process:

- **Teachers** enter formative and summative assessment data into Engage MIS and Learning Ladders.
- **HoDs** validate data accuracy within departments and check alignment to assessment evidence.
- **Phase Leaders** cross-verify data across year groups for internal consistency.
- **The Head of Assessment** conducts the final cross-check between Engage MIS, Learning Ladders, and the Data Tracker before reports are issued to parents.

All final data sets are reviewed and approved by the **Vice Principal** and **Head of Assessment** prior to publication to ensure accuracy and integrity.

c. Evaluation and Improvement

Findings from all data analyses, moderation exercises, and quality assurance activities are formally reviewed and used to inform:

- **The School Improvement Plan (SIP):** Assessment outcomes directly guide whole-school priorities and target setting.
- **Teaching and Learning Adjustments:** Departmental and phase leaders implement modifications based on performance gaps and strengths identified in data.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 49 of 51

- **CPD Planning:** Trends from data analysis inform staff professional development needs, ensuring targeted upskilling in assessment design, marking reliability, and data interpretation.

Each term, **HoDs** present summary reports to the **SLT**, detailing progress patterns, subgroup analyses (including Emirati, EAL, and additional needs students), and recommended actions.

d. Professional Development and Capacity Building

BIS is committed to continuous improvement through ongoing staff development in assessment literacy and data use.

- Assessment-focused CPD is embedded into the annual **Induction Week**, led by the **Head of Assessment**, ensuring all staff understand school policy, systems, and procedures.
- Staff also access structured training through the school's **National College** platform, which includes modules on moderation, rubric design, data analysis, and inclusive assessment practices.
- Targeted CPD sessions are arranged when individual staff require support in specific areas of assessment or data management.

Professional development is monitored and recorded as part of the school's annual appraisal and performance review process.

Documentation and Reporting

All quality assurance and evaluation outcomes are formally documented through:

- Meeting minutes (HoD, Phase Leader, and SLT assessment review meetings)
- Departmental and whole-school data analysis reports
- Moderation and post-assessment summaries

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 50 of 51

These records are stored in the **Assessment Quality Assurance Folder** on the school's shared drive and retained for inspection and reference.

9. Monitoring and Review

The implementation of the Assessment Policy at **Belvedere International School (BIS)** is continuously monitored to ensure alignment with **ADEK's Assessment Policy (v1.2, 2025)** and the school's internal systems. This ensures that all assessment procedures remain valid, reliable, and consistent in supporting student progress and attainment.

The **Head of Assessment** holds overall responsibility for implementing this policy and ensuring that all established assessment systems, moderation procedures, and reporting mechanisms are effectively followed. Each stakeholder—teachers, Heads of Department, Phase Leaders, Head of Inclusion, Vice Principals and members of the Senior Leadership Team (SLT)—is **accountable** for fulfilling their respective duties within the assessment cycle. Regular internal reviews, moderation checks, and data validation activities ensure that assessment practices remain compliant and evidence-based.

The **Assessment Policy** is formally reviewed **annually in Term 3 (June–July)** by the **Head of Assessment**, in collaboration with the **Vice Principal, Phase Leaders**, and **SLT**. The review evaluates the effectiveness of all assessment processes and incorporates updates based on:

- Findings from moderation and post-assessment reviews.
- Outcomes of internal quality assurance reports and data analyses.
- Feedback from ADEK inspection reports and advisory visits.

Following review, the updated policy is submitted to the **Principal** for endorsement and presented to the **Governing Board** for approval prior to implementation in the new academic year. Once approved, the policy is circulated to all teaching staff and made available on the school's shared drive.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Assessment Policy	POL-AC-006	002	24-Oct-2025	Page 51 of 51