BELVEDERE
INTERNATIONAL SCHOOL

ASSESSMENT POLICY

2026-2027

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Approvals:			
Principal	**Mr. Ismat Daou**		
Signature		*Date:*	10/9/26
BIS Board of Governors	**Dr. Naim Alradi**		
Signature		*Date:*	14/9/26

Introduction

Assessment is integral to teaching, learning and school development at Belvedere International School (BIS). It provides valid, reliable and comprehensive evidence of students' academic attainment, progress, and personal and social development. Within the school's diverse and inclusive learning community, coherent and consistent assessment processes promote fairness, comparability, high expectations and informed decision-making across all phases.

Assessment evidence is used to identify the strengths and learning needs of individual students and significant groups at the earliest opportunity. It informs teaching, curriculum adaptation, personalised challenge and support, targeted intervention and extension. The impact of these responses is reviewed through subsequent assessment evidence to determine whether students' learning and progress have improved.

Students are supported, at an age-appropriate level, to understand learning outcomes and success criteria, identify their strengths and next steps, respond to feedback, monitor their progress and take increasing ownership of their learning.

BIS delivers the following recognised curriculum and qualification pathways in alignment with ADEK requirements and applicable international standards:

- **FS2:** Early Years Foundation Stage (EYFS).
- **Years 1–9:** National Curriculum for England (NCfE).
- **Years 10–11:** International GCSE qualification pathways through Cambridge International and Pearson Edexcel.
- **Years 12–13:** International AS and A Level qualification pathways through Cambridge International and Pearson Edexcel.

Cambridge International and Pearson Edexcel pathways provide students and parents with appropriate curriculum and qualification choices. Subject and pathway selection is supported by guidance and is determined in accordance with students' prior attainment, learning needs, future aspirations and the school's approved provision.

BIS also implements the UAE Ministry of Education curriculum requirements for Arabic Language, Islamic Education, UAE Social Studies and Moral Education across the relevant year groups. These subjects are taught and assessed in accordance with applicable MoE and ADEK requirements and contribute to students' understanding of UAE heritage, values, culture and national identity.

Across all phases, assessment practice is guided by the principles of validity, reliability, equity, inclusion, academic integrity and sustainability. Evidence from classroom assessment, internal assessment and external benchmarking is analysed and triangulated to provide accurate and detailed information about the attainment and progress of

individuals and groups. This information informs timely responses and supports continuous improvement in teaching, curriculum provision and student outcomes.

Assessment information is recorded, analysed, validated and reported through the school's approved assessment and information-management systems, as outlined below.

- **Mograsys (MIS)** is the school's central platform for recording continuous and summative assessment outcomes, analysing attainment and subgroup performance, and generating end-of-term reports. Parents have access to relevant assessment information, including percentage scores, grades, individual targets and subject-specific narratives summarising curriculum coverage and student performance.

- The **BIS Student Performance Profile** provides detailed analysis of relevant continuous and summative assessments across the academic year. It captures attainment, progress, question- and skill-level performance, individual strengths, identified learning gaps and specific next steps. It also supports individual and subgroup monitoring, early identification of students requiring additional support or challenge, and evaluation of the impact of assessment-led responses.

- **External, national and international assessment information** is used to validate internal judgements and benchmark students' performance against appropriate expectations. This includes GL Progress Tests for Years 4–10, FFT for Years 1–9, DIBELS for Year 2, the Arabic Benchmark Test (ABT), CAT4 for new students before entry, applicable Cambridge International and Pearson Edexcel qualifications, and mandated international assessments such as TIMSS, PIRLS and PISA.

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. **Provide valid, reliable and comprehensive measures** of students' attainment, progress, and academic, personal and social development against the expectations of the EYFS, National Curriculum for England, Cambridge International, Pearson Edexcel and UAE Ministry of Education curricula.

2. **Inform teaching, curriculum adaptation, differentiation and intervention** through the systematic analysis of baseline, continuous, summative and external assessment evidence. This enables learning needs to be identified early, appropriate support or challenge to be provided, and the impact of assessment-led responses to be evaluated.

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. **Triangulate internal, external and classroom assessment evidence** to validate judgements, identify discrepancies and benchmark students' performance against appropriate national and international expectations.

5. **Promote equity, inclusion, academic integrity and sustainability** by ensuring that assessment methods are fair, accessible and appropriate to students' age, stage and individual needs. Accommodations and modifications are provided in accordance with applicable ADEK requirements and each student's normal way of working.

6. **Develop assessment-capable learners** who understand success criteria, set and review targets, respond to feedback, assess their own and others' work, and take increasing responsibility for monitoring and improving their learning.

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

Through these purposes, assessment supports responsive teaching and curriculum provision, greater student ownership, improved learner outcomes and sustained whole-school development.

Scope

This Assessment Policy applies to all stakeholders involved in the planning, design, delivery, administration, moderation, recording, analysis and reporting of assessment at Belvedere International School (BIS).

It applies from **FS2 to Year 13** and covers baseline and diagnostic assessment, screening, formative assessment, continuous assessment, summative assessment, internal assessment, external assessment, and the assessment of curriculum-linked personal and social learning competencies. It applies to assessments aligned with the **EYFS**, **National Curriculum for England**, **Cambridge International**, **Pearson Edexcel** and relevant **UAE Ministry of Education** curriculum requirements.

The policy applies to the Governing Board, Senior Leadership Team, Head of Assessment, Phase Leaders, Heads of Subject, teachers, Inclusion Team, Examinations Officer and staff responsible for assessment administration and data management. All relevant staff are responsible for ensuring that assessment is implemented accurately, consistently, securely and in accordance with their responsibilities outlined in this policy.

Students are active participants in assessment through age-appropriate target setting, self- and peer-assessment, reflection and response to feedback. Students are supported to understand success criteria, identify their strengths and next steps, act on feedback, check whether their work has improved and take increasing ownership of their academic and personal development.

Parents and guardians are engaged as partners through assessment reports, progress meetings, access to relevant information through **Mograsys**, and guidance on the school's assessment, grading and reporting arrangements. This enables parents to understand their child's attainment, progress, targets and next steps and to provide appropriate support at home.

This policy should be read alongside the BIS **Teaching and Learning Policy, Curriculum Policy, Inclusion Policy, Student Behaviour Policy, Academic Integrity Policy, Data Protection Policy** and other applicable assessment, reporting and records-management requirements.

Definitions

Curriculum Standards	The prescribed knowledge, skills, understanding and performance expectations defined by the school's licensed curricula and applicable awarding organisations, including the EYFS, National Curriculum for England, Cambridge International, Pearson Edexcel and UAE Ministry of Education requirements. BIS assessments are designed, moderated and evaluated against these standards.
Assessment	The systematic process of collecting, analysing and interpreting evidence of students' learning and development to measure attainment, monitor progress and inform teaching, curriculum provision and support. Assessment at BIS includes baseline, diagnostic, screening, formative, continuous, summative, internal and external assessment.
Academic Integrity	The principles of honesty, authenticity, fairness and responsibility that apply to all assessment. Students must submit their own work and must not engage in plagiarism, cheating, unauthorised collaboration or the unauthorised use of artificial intelligence or other digital tools.
Formative Assessment (Assessment for Learning – AfL)	Ongoing, in-lesson assessment used to identify students' understanding and inform immediate teaching decisions. It includes observation, questioning, discussion, progress checks, exit tasks, feedback, and self- and peer-assessment. Formative assessment is not included in the formal term grade unless a task has been designated as a continuous assessment.
Continuous Assessment	Planned, curriculum-aligned assessed tasks conducted throughout the term to monitor learning, identify gaps early and inform subsequent teaching and support. Continuous assessment outcomes are recorded in the BIS Student Performance Profile and Mograsys, as applicable, and contribute **40%** of the internal term grade.

Summative Assessment	Formal assessment conducted at the conclusion of a defined period of learning to evaluate students' attainment against curriculum standards. Summative assessments may include end-of-unit or end-of-term examinations, designated projects, practical assessments and mock examinations. Outcomes are recorded in Mograsys and contribute **60%** of the internal term grade.
Diagnostic Assessment	Assessment used to identify students' existing knowledge, skills, strengths and learning needs before or during a programme of learning. Diagnostic information informs planning, intervention, extension and appropriate provision.
Baseline Assessment	An age- and stage-appropriate initial assessment used to establish a student's starting point, identify prerequisite knowledge and curriculum readiness, set targets and measure subsequent progress.
Screening Assessment	A focused assessment used to identify students who may require further diagnostic assessment, intervention or specialist support. At BIS, this includes DIBELS screening for Year 2.
External / Benchmark Assessment	A standardised assessment developed by an external provider and used to compare students' performance with appropriate external expectations. BIS uses GL Progress Tests for Years 4–10, FFT for Years 1–9, DIBELS for Year 2, the Arabic Benchmark Test (ABT), and CAT4 for new students before entry. External benchmark results are reported separately and do not contribute to internal term grades.
External / Public Examinations	International qualifications administered and assessed in accordance with the requirements of an authorised awarding organisation. At BIS, these include Cambridge International and Pearson Edexcel International GCSE, International AS and A Level qualifications, as applicable to each student's selected pathway.
International Benchmark Assessments	Large-scale comparative assessments used to evaluate students' performance against national and international expectations. These include TIMSS, PIRLS and PISA, as directed by ADEK. Findings inform curriculum review, assessment design and the School Development Plan.
Internal Assessment	Assessment designed or administered by the school to evaluate students' learning against the applicable curriculum standards. Internal assessment includes baseline, diagnostic, formative, continuous and summative assessment.
Learning Outcomes	Clear statements describing what students are expected to know, understand or be able to do following a lesson, unit, term or course. Learning outcomes are derived from the applicable curriculum standards and guide teaching, assessment and feedback.
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 structured review of assessment design, marking and student evidence to ensure validity, reliability, fairness and consistency across classes, subjects and phases. BIS conducts pre- and post-moderation of relevant continuous and summative assessments. Formative classroom practice is monitored through quality-assurance processes.

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	Defined levels of performance used to determine whether students are meeting relevant curriculum or qualification expectations. Thresholds are aligned with the licensed curriculum or applicable awarding organisation and are reviewed annually.
Assessment Data Cycle	The process through which curriculum standards and starting points inform assessment; assessment evidence is analysed to identify individual and subgroup needs; appropriate teaching, curriculum or intervention responses are implemented; and subsequent evidence is used to evaluate impact. Findings inform reporting and school development planning.
Mograsys (MIS)	The school's central information-management system used to record assessment outcomes, analyse attainment and subgroup performance, generate reports and provide parents with access to relevant information about their child's achievement and progress.
BIS Student Performance Profile	The school's detailed assessment-analysis system used to record relevant continuous and summative assessment outcomes. It provides question- and skill-level analysis, individual comments, attainment and progress information, subgroup analysis, identified learning needs, planned responses and evidence of impact.
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 assessment arrangements to provide equitable access for students with additional learning needs. Accommodations may alter timing, setting, presentation or response method without changing the assessed standard. Modifications may alter the learning outcomes or level of complexity and must be documented in the student's learning plan and agreed with the Head of Inclusion. All arrangements must reflect the student's normal way of working and applicable external-provider requirements.
Data Protection	The safeguarding of assessment information in accordance with applicable UAE legislation and ADEK requirements. Assessment data must be accurate, confidential, securely stored and accessible only to authorised persons.

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, including EAL/ELL students	Students who are developing proficiency in the language of instruction and may require language support to access the curriculum and demonstrate their learning. Assessment evidence is interpreted carefully to distinguish language-acquisition needs from gaps in subject knowledge or understanding.
Cycle	Refers to the stages of schooling defined by ADEK to ensure developmental alignment across phases. Kindergarten includes Pre-KG/FS1 to KG2/Year 1. Cycle 1 includes Years 2–6 (Grades 1–5), Cycle 2 includes Years 7–9 (Grades 6–8), and Cycle 3 includes Years 10–13 (Grades 9–12). BIS aligns its assessment structure, expectations, and reporting with these cycles in accordance with ADEK policy.
Personal and Social Learning Competencies	Curriculum-linked competencies through which students develop ownership of learning, collaboration, adaptability, responsible leadership and contribution. These competencies are assessed through existing learning activities and reported separately from academic grades.
Triangulation	The comparison of classroom, internal and external assessment evidence to validate judgements about attainment and progress, identify significant discrepancies and determine the appropriate response.

BIS Assessment Framework:

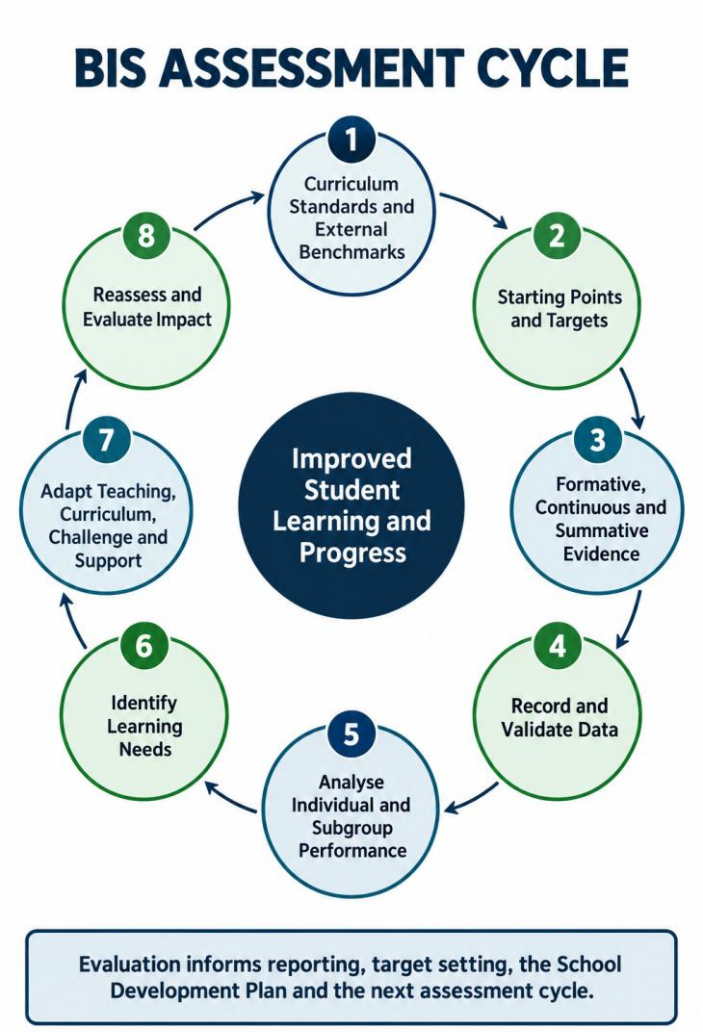
Assessment at BIS is implemented through a coherent whole-school cycle that links curriculum standards, assessment evidence, analysis, teaching and curriculum responses, and evaluation of impact. The framework ensures that assessment processes are valid, reliable, inclusive and consistently applied across all phases.

The cycle begins with curriculum standards, external benchmark findings and students' verified starting points. In-lesson formative assessment informs immediate teaching decisions, while planned continuous and summative assessments provide recorded evidence of attainment and progress. Relevant outcomes are recorded and analysed through **Mograsys** and the **BIS Student Performance Profile**.

Analysis identifies the strengths and learning needs of individual students and significant groups. Teachers and leaders then implement appropriate adaptations to teaching, curriculum provision, challenge, support or intervention. Subsequent assessment evidence is used to determine whether these responses have improved learning and what further action is required.

Curriculum-linked personal and social learning competencies are assessed through existing learning activities, rubrics and target sheets and are reported separately from academic grades.

The BIS Assessment Cycle is illustrated below:



1. **Types of Assessment :**

1.1 Formative Assessment (Assessment for Learning – AfL)

Formative assessment at BIS is an ongoing, in-lesson process used to identify students' understanding, provide feedback and inform immediate teaching decisions. It is integral to effective teaching and does not contribute to the formal term grade unless a task has been specifically designated as a continuous assessment.

Teachers shall share clear learning outcomes and success criteria and use varied formative strategies, including observation, questioning, classroom discussion, progress checks, short tasks, exit activities, and self- and peer-assessment. Formative evidence is used to adapt explanations, tasks, questioning, scaffolding, support and challenge in response to students' needs.

Formative assessment is embedded within the Unified Lesson PPT framework. Heads of Subject and Phase Leaders monitor its implementation through focused learning walks, lesson observations, work scrutiny, planning reviews and student voice. Monitoring evaluates whether formative evidence is influencing teaching and improving students' learning, rather than checking the completion of isolated activities.

Feedback may be verbal or written and shall be timely, constructive and linked to the learning outcome or success criteria. Students shall be supported to:

- Understand what they have done successfully.
- Identify their specific next step.
- Act on feedback to improve their work.
- Check whether the improvement was successful.
- Apply relevant feedback to subsequent learning.

The school's agreed feedback conventions are used consistently: orange for self-assessment, purple for peer-assessment and green for teacher feedback. WWW and EBI reflections may be used where they support meaningful evaluation and clear next steps.

Students develop ownership through self- and peer-assessment, reflection and termly target setting. Target sheets include an academic target, a term learning competency, relevant assessment information, agreed actions and opportunities for review. Students complete and review these targets with age-appropriate support and increasing independence.

Teachers are not required to enter every in-lesson formative check into a separate digital tracking system. Formally designated continuous assessment outcomes are recorded and analysed through Mograsys and the BIS Student Performance Profile.

1.2 **Continuous Assessment**

Continuous assessment comprises planned, curriculum-aligned assessment tasks conducted at appropriate points throughout the term. Unlike in-lesson formative assessment, continuous assessment outcomes are formally recorded and contribute to the calculation of students' term grades.

Continuous assessment may include written or oral tasks, quizzes, reading and writing assessments, speaking and listening tasks, practical activities, investigations, projects and performance-based tasks. Assessment methods shall be appropriate to the subject, curriculum expectations, students' age and stage, and the intended learning outcomes.

Continuous assessments shall include clear success criteria, rubrics or mark schemes, appropriate cognitive demand, and required accommodations or modifications. In language subjects, assessment evidence shall collectively address the relevant language skills. For speaking and writing assessments, rubric criteria shall be treated as assessable components for analysis.

Continuous assessment outcomes shall:

- Be recorded accurately in Mograsys within the agreed timeframe.
- Contribute **40%** of the internal term grade.
- Be analysed through the BIS Student Performance Profile, where applicable.
- Identify individual strengths, learning gaps and specific next steps.
- Inform timely support, challenge, intervention and teaching adaptation.
- Provide students with feedback and opportunities to improve.

Where a learning need is identified, the appropriate response and review point shall be recorded. Subsequent assessment evidence shall be used to determine whether the response improved the student's learning.

Heads of Subject shall monitor the completion, accuracy and educational use of continuous assessment information. Phase Leaders and the Head of Assessment shall verify consistency across subjects and phases through scheduled assessment and data reviews.

1.3 **Summative Assessment**

Summative assessment provides a formal measure of students' attainment against defined learning outcomes, curriculum standards and subject expectations at the conclusion of a unit, term or other designated period of learning. Summative assessments are scheduled through the whole-school assessment calendar.

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**

Summative assessments shall:

- Align with the applicable curriculum standards, learning outcomes and assessment objectives.
- Use appropriate methods, including selected response, constructed response, extended writing, practical assessment, performance tasks and projects.
- Include clear mark schemes, rubrics or grading criteria.
- Provide appropriate challenge and progression in cognitive demand.
- Include required accommodations and modifications.
- Be appropriate to students' age, stage and normal way of working.

Internal assessments shall reflect the school's agreed cognitive model:

- **Retrieval: 20%**
- **Inference: 30%**
- **Interpretation: 30%**
- **Evaluation: 20%**

Where the requirements of a subject or awarding organisation require a different distribution, the applicable curriculum specification and assessment objectives shall take precedence.

Where projects, presentations or practical tasks provide evidence of personal and social learning competencies, the relevant criteria shall be clearly defined and recorded separately from the academic grade unless the competency forms an explicit curriculum learning outcome.

c. **Moderation and Standardisation**

All summative assessments shall undergo pre- and post-moderation in accordance with the BIS moderation process.

Pre-moderation verifies curriculum alignment, validity, cognitive demand, clarity, accessibility, marking criteria and appropriate support and challenge. Post-moderation reviews samples of marked work to ensure that rubrics and mark schemes have been applied accurately, fairly and consistently.

Results shall not be released, entered as final or reported to parents until the required moderation and verification stages have been completed. The detailed workflow is set out in the **Moderation and Standardisation** section of this policy.

d. **Recording and Reporting**

Verified summative outcomes shall be recorded accurately in **Mograsys**. Relevant results shall also be analysed through the **BIS Student Performance Profile** to identify:

- Individual and subgroup attainment and progress.
- Question- and skill-level strengths and gaps.
- Students requiring additional support or greater challenge.
- Required teaching, curriculum or intervention responses.
- Differences between internal, external and classroom evidence.

Teachers shall provide individual comments identifying each student's strengths, learning needs and specific next steps. Students shall be supported to understand their outcomes and use the feedback to improve subsequent work.

Academic grades reported through Mograsys and eSIS shall be validated before release. Significant differences between internal and external outcomes shall be investigated and used to improve assessment design, curriculum provision and teaching.

e. **Weighting and Integration**

For internal term grades (**FS2 to year 13):**

- **Continuous assessment contributes 40%.**
- **Summative assessment contributes 60%.**

- In-lesson formative assessment does not contribute directly to the formal grade.
- Standardised benchmark assessments do not contribute to internal term grades.

Final academic grades shall reflect achievement against curriculum standards and shall not include attendance, behaviour, attitude, participation or engagement. MoE requirements and applicable Cambridge International or Pearson Edexcel regulations shall take precedence where they prescribe different arrangements.

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.

g. **Make-Up Assessments and Absence Procedures**

Belvedere International School ensures equitable access to all summative assessments by providing a structured three-day make-up assessment window immediately following the completion of the formal summative assessment period each term. This arrangement ensures that all students are given a fair opportunity to complete missed assessments under standardised conditions.

Students who are absent during any scheduled assessment must submit official documentation explaining the reason for absence. Acceptable documentation includes:

A medical certificate issued by a licensed healthcare provider, or

Official evidence of emergency travel or family circumstances communicated to the school prior to the assessment period.

In cases where a student is absent without valid documentation or prior communication, the absence will be recorded as unauthorised. The student will not automatically qualify for a make-up assessment.

Such cases will be jointly reviewed by the Head of Assessment and the Principal, who will meet with the parents and the student to determine whether a make-up assessment may be granted. Decisions will consider the student's academic record, attendance history, and evidence of genuine extenuating circumstances.

All make-up assessments are conducted under invigilated conditions equivalent to the main assessment and are subject to the same moderation and integrity procedures. Documentation and records of all absences, supporting evidence, and decisions will be filed within the Assessment Integrity folder for audit and compliance.

1.2 **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.

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**

Assessment methods shall be appropriate to students' age, developmental stage, curriculum and prior learning.

- **FS2–Year 3:** Age-appropriate internal assessments evaluate foundational literacy, numeracy, language and curriculum readiness. Assessments may be conducted in shorter sections and through observation, oral response, practical activity or written work.
- **Years 4–9:** Internal subject assessments identify prior knowledge, curriculum gaps and readiness for the new year's learning. Available GL, FFT and other relevant external evidence is used alongside internal results.
- **Years 10–13:** Subject-specific assessments evaluate prior attainment and readiness against the applicable Cambridge International or Pearson Edexcel curriculum and assessment objectives.
- **New students:** CAT4 is administered before entry, where applicable, to provide information about verbal, non-verbal, quantitative and spatial reasoning. CAT4 provides a cognitive profile and shall not be treated as a direct measure of curriculum attainment.

For younger students, particularly those transitioning from FS2 into Year 1, assessments shall be manageable in length and administered sensitively. They shall focus primarily on prerequisite learning and may include selected current-year content to evaluate curriculum readiness. Unfamiliar or untaught content shall not automatically be recorded as a learning gap.

FFT is used in Years 1–9 at scheduled assessment points to monitor reading development. DIBELS is used as a Year 2 literacy-screening assessment in accordance with the applicable assessment window and administration requirements. These assessments are used diagnostically and do not contribute to internal term grades.

Personal and social learning competencies are not subject to a separate baseline assessment. They are assessed through existing curriculum-linked activities, rubrics and target-sheet reviews during the term.

c. **Recording, Analysis and Use**

Baseline and diagnostic outcomes shall be:

- Recorded accurately in Mograsys.
- Analysed through the BIS Student Performance Profile, where applicable.
- Reviewed at individual, class, subgroup, subject and phase level.

- Used to establish academic targets and identify students requiring support or additional challenge.
- Used alongside classroom and external evidence rather than as a single measure of ability.
- Validated before being used for planning, target setting or reporting.

Target sheets shall use relevant baseline and external evidence to establish academic targets and actions. They shall also include the term learning competency and be completed with age-appropriate teacher support and increasing student independence.

Where an identified need requires a response, the action, responsible person and review point shall be recorded. Subsequent continuous or summative assessment evidence shall be used to evaluate whether the response improved learning..

d. **Quality Assurance and Inclusion**

Baseline and diagnostic assessments shall be curriculum-aligned, appropriately moderated and administered consistently. Data-quality checks shall verify the accuracy of scores, question-level analysis, individual comments and subgroup calculations.

Students with additional learning needs shall receive appropriate accommodations or modifications in accordance with their Documented Learning Plan and normal way of working. Arrangements shall be agreed with the Head of Inclusion and shall preserve the validity and intended purpose of the assessment.

1.3 External and Benchmark Assessments

External and benchmark assessments provide independent evidence of students' attainment, progress, cognitive profiles and skills. BIS uses this information to benchmark performance against appropriate national and international expectations, validate internal judgements and identify priorities for teaching, curriculum provision, assessment design and intervention.

External assessment outcomes do not contribute to internal term grades unless they form part of an externally awarded qualification.

2. **External Assessments Used at BIS**

Assessment	Year Groups	Timing / Frequency	Purpose / Focus
GL Progress Tests (English, Mathematics, Science)	Y4 – Y10 (Science except Y7)	Annually, as scheduled	Measures attainment and progress against international norms and supports comparison with internal evidence.
CAT4 (Cognitive Abilities Test)	Y4 – Y11	Beginning of Year/ New students.	Provides a cognitive profile across verbal, non-verbal, quantitative and spatial reasoning to inform provision and target setting.
FFT Literacy	Y1 – Y9	First week of each term	Monitors reading literacy development and provides standardised scores, attainment information and reading-age indicators.
DIBELS	Year 2	Within the applicable assessment windows	Screens foundational literacy skills and identifies students who may require additional diagnostic assessment or support.
ABT (Arabic Baseline Test)	Arabic A and B students	Term 1 and Term 3	Evaluates Arabic proficiency and performance across the assessed language skills.
Cambridge International and Pearson Edexcel qualifications	Years 10–13, according to pathway	In accordance with awarding-organisation schedules	Provides internationally recognised International GCSE, International AS and A Level qualifications.
TIMSS, PIRLS, PISA	As designated by ADEK	As scheduled	Benchmarks student achievement against national and international expectations.

The assessment calendar shall be reviewed annually to reflect current ADEK directives, provider requirements and the school's approved assessment provision.

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.

International GCSE, AS and A Level: Internal mock examinations and relevant summative assessments reflect the format, assessment objectives and standards of the applicable Cambridge International or Pearson Edexcel qualification.

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

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, external assessment results are incorporated into the BIS Student Performance Profile and relevant whole-school data systems for analysis and comparison with internal evidence.

- **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.

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.

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 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.

i. **Academic Malpractice and Investigation**

BIS addresses suspected academic dishonesty through a fair, documented investigation conducted in accordance with the ADEK School Student Behavior Policy and the requirements of the relevant assessment provider or awarding organisation.

Malpractice may include plagiarism, cheating, unauthorised collaboration or assistance, unauthorised use of artificial intelligence or digital tools, advance access to assessment materials, impersonation, or manipulation of assessment data.

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)**.

a. **Recording of Assessment Data**

Assessment information is recorded and analysed through two complementary whole-school systems: **Mograsys** and the **BIS Student Performance Profile**.

- **Mograsys** is the school's official management information system for recording verified internal and external assessment outcomes, generating formal reports, providing parent access, and supporting attainment, progress and subgroup analysis.

- The **BIS Student Performance Profile** provides detailed analysis of continuous and end-of-term assessment evidence at individual-student, class, skill and subgroup levels. Teachers update the profile within the agreed timeframe following each relevant assessment.

- Individual student comments identify strengths, specific learning gaps and clear next steps, enabling teachers to provide timely support, challenge or intervention before the end of the term.

- Heads of Subject and Phase Leaders monitor the completion, accuracy and effective use of the profiles. Findings are used to inform planning, differentiation, feedback, intervention and curriculum response.

b. **Data Validation and Security**

Teachers are responsible for entering assessment information accurately and within the agreed timeframe.

Heads of Subject verify the completeness and accuracy of results, subgroup information, calculations and individual student comments.

The Head of Assessment conducts quality-assurance checks and reconciles information held in Mograsys with the relevant BIS Student Performance Profiles before formal reports are released.

Access to assessment information is role-based:

- Teachers access information relating to their assigned classes and subjects.
- Heads of Subject access information relating to their departments.
- Phase Leaders and authorised senior leaders access information required for monitoring and quality assurance.
- Parents access information relating only to their own child through the Mograsys Parent Portal.

Assessment information is protected through authorised user access and the school's approved data-security arrangements. Digital records are stored in **Mograsys** and approved restricted-access school folders. Physical records are stored securely where required. All assessment records are retained in accordance with the school's approved records-retention schedule and any applicable ADEK, assessment-provider or awarding-organisation requirements.

c. **BIS Bands of Progress and Attainment**

Belvedere International School maintains a transparent and standardised framework for recording, analysing, and reporting student attainment and progress. This system ensures that teachers, leaders, parents, and external partners have a clear, consistent understanding of each learner's achievement in relation to the school's curriculum standards and ADEK expectations.

Attainment Descriptors

Student attainment is measured as a percentage of achievement in internal assessments and categorised using the **BIS Attainment Levels** below.

These descriptors provide a common language for analysing current performance, setting improvement targets, and reporting outcomes across all phases.

Attainment Levels

Level	Percentage Range
Level 1	**0 – 39 %**
Level 2	**40 – 49 %**
Level 3	**50 – 54 %**
Level 4	**55 – 59 %**
Level 5	**60 – 64 %**
Level 6	**65 – 69 %**
Level 7	**70 – 74 %**
Level 8	**75 – 79 %**
Level 9	**80 – 82 %**
Level 10	**83 – 85 %**
Level 11	**86 – 88 %**
Level 12	**89 – 91 %**

Level 13	**92 – 94 %**
Level 14	**95 – 97 %**
Level 15	**98 – 100 %**

Early Years (FS2)

Attainment
Emerging (E)
Developing (D)
Secure (S)
Greater Depth (GD)

Primary and Secondary (Years 1–13)

Attainment Category	Descriptor (Abbreviation)	Percentage Range	Description
Working Below Expected	**WB**	0 – 64 %	Student is working below curriculum expectations; additional support required to close learning gaps.

Working At Expected	**WA**	65 – 74 %	Student is meeting curriculum standards appropriate for their year level.
Working Above Expected	**WAb**	75 – 100 %	Student is performing above curriculum expectations; demonstrates secure mastery of key skills and concepts.

Attainment outcomes are recorded in **Mograsys** at the agreed assessment points and monitored throughout the term through the **BIS Student Performance Profile**. Outcomes are used to identify learning needs and inform planning, differentiation, challenge, support and intervention.

Progress Levels and Measurement of Progress

Student progress is monitored through the **BIS Student Performance Profile** by comparing current performance with each student's identified starting point and agreed target. The 15-level model supports the measurement of smaller changes in performance where assessments are curriculum-aligned, moderated and sufficiently comparable.

Progress judgements are not based on percentage movement alone. Teachers and leaders consider continuous and summative assessment outcomes, classroom evidence and relevant external benchmark information when determining whether students are making expected progress.

Determining Progress

Progress is calculated by comparing each student's baseline level with their most recent assessment level. Each change in level represents a measurable change in student learning over time.

Progress Classification	Definition

Better-than-Expected Progress	**The student moves up one or more levels (e.g., Level 1 → Level 2 or Level 5 → Level 6).**
Expected Progress	**The student maintains the same level (e.g., remains at Level 4).**
Below Expected Progress	**The student drops down one level (e.g., Level 3 → Level 2).**

Report Grading System

Formal reporting is completed through **Mograsys**. Reports communicate students' academic attainment, progress, strengths, areas for development and individual next steps.

FS2 Reporting Scale

Descriptor	Definition
Emerging	The student is beginning to demonstrate the expected knowledge, skills or understanding and requires regular support.
Developing	The student demonstrates some of the expected knowledge, skills or understanding but requires further consolidation or support.
Secure	The student consistently demonstrates the knowledge, skills and understanding expected for the current stage of development.
Greater Depth	The student demonstrates learning beyond the expected stage and applies knowledge and skills independently in different contexts.

Years 1–13 Reporting 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

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 a formal digital student performance report through **Mograsys** at least once each term. Reports communicate academic attainment, progress, subject-specific strengths, areas for development and recommended next steps. Relevant external assessment outcomes are shared with parents when available.

Students contribute age-appropriate reflection through their target sheets and review processes and are supported to understand their progress and next steps.

Following each reporting cycle:

- parent–teacher meetings are held at least once each term to discuss the student's performance, progress and learning needs;
- additional meetings are arranged where further support, challenge or clarification is required; and
- teachers maintain communication with parents through the school's approved communication channels.

Parents have secure access to their child's published reports and relevant assessment information through the **Mograsys Parent Portal**.

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 **SLT** prior to publication. The calendar is distributed digitally as a **PDF document** through **email**, **ClassDojo**, and **class notice boards**, ensuring accessibility for both students and parents.

While the calendar is provided in English, with key explanatory communication provided in Arabic where required to support accessibility and parental understanding. 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**

Assessment information is reviewed throughout each term so that individual and subgroup learning needs are identified and addressed without waiting for the end-of-term assessment.

- **Teachers** update the **BIS Student Performance Profile** following each relevant assessment and record individual strengths, learning gaps and next steps.

- **Heads of Subject** monitor the accuracy, completion and effective use of the profiles and support teachers in translating findings into appropriate classroom responses.

- Bi-weekly assessment and data meetings review the progress of individuals and significant subgroups, including Emirati, EAL, ALN/SoD, G&T, gender, and high- and low-attaining students.

- Internal assessment, classroom and relevant external benchmark evidence are triangulated to validate judgements and identify significant differences.

- Each targeted response or intervention identifies the learning need, responsible person, intended outcome and review point. Students are reassessed to determine impact, and provision is adjusted where sufficient improvement is not evident.

- Relevant information is shared with the Inclusion and EAL teams to inform Documented Learning Plans, accommodations, targeted support and extension.

- Heads of Subject provide termly summaries to senior leaders identifying progress, remaining gaps and the impact of agreed

actions.

d. **Data Protection and Confidentiality**

BIS protects assessment information in accordance with applicable data-protection legislation, ADEK requirements and the school's approved records-management procedures.

- Digital assessment information is stored in **Mograsys** and approved restricted-access school folders.
- Physical assessment records are stored securely where required.
- Access is limited according to the user's authorised role and professional responsibilities.
- Individual student information is not displayed publicly or shared with unauthorised persons.
- Assessment information is shared externally only where legally required or authorised, or where the necessary parental consent and regulatory approvals have been obtained.
- Records are retained and securely disposed of in accordance with the school's approved records-retention schedule and any applicable ADEK, assessment-provider or awarding-organisation requirements.

The Head of Assessment and authorised senior leaders oversee the accuracy, confidentiality and appropriate use of assessment information.

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 and Pearson Edexcel.**

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	Immediately after marking is completed | Confirms the accuracy and consistency of marking before results are finalised in the BIS Student Performance Profile and recorded in Mograsys.

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
- Alignment with the BIS cognitive model: **Retrieval** 20%, **Inference** 30%, **Interpretation** 30% and **Evaluation** 20%, where appropriate to the subject and assessment purpose.
- Confirmation of rubric inclusion
- Appropriate accessibility, accommodations and modifications for students with additional learning needs, aligned with their Documented Learning Plans and normal way of working.
- Appropriate levels of challenge for high-attaining and gifted and talented

students.

- Clear assessment criteria for the relevant personal or social competency where this forms part of a project, presentation, speaking assessment or other appropriate task.

- Section for written feedback and signatures

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 students with additional learning needs or identified as gifted and talented where applicable.

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 through the agreed moderation process before being finalised in the **BIS Student Performance Profile** and recorded in **Mograsys**.

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**:

- 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:

- The standardisation, moderation and quality-assurance requirements of **Cambridge International** and **Pearson Edexcel** for the relevant IGCSE, AS 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.

Moderation evidence is retained in accordance with the school's approved records-retention schedule and any applicable ADEK, assessment-provider or awarding-organisation requirements.

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.

Head of Assessment	Provides whole-school quality assurance, verifies completion of the moderation process before formal reporting, and monitors the validity, reliability and consistency of assessment across subjects and phases before final approval.
Exams Officer	Manages the secure receipt, storage and retrieval of assessment and moderation records and supports compliance with applicable ADEK and awarding-organisation requirements.

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

Purpose

Belvedere International School is committed to ensuring that all students can demonstrate their learning through valid, reliable, equitable and inclusive assessment practices. Assessment arrangements are based on each student's identified needs and normal way of working and provide appropriate access, support or challenge without compromising the intended standards or integrity of the assessment.

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.
- Continuous and summative assessment information
- **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.

- 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:

- **BIS Student Performance Profile**
- **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, GL and other relevant external assessment information, including a **Standard Age Score (SAS) of 128 or above** in a relevant assessment.
- Internal assessment outcomes and progress over time;
- Exceptional creativity, leadership, problem-solving or subject-specific performance.
- **Teacher nominations** based on classroom performance, creativity, leadership, and sustained excellence.

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 attainment and progress of gifted and/or talented students are monitored as a distinct subgroup through the **BIS Student Performance Profile**. Assessment evidence is used to establish suitably challenging targets and determine whether planned extension, enrichment and higher-order learning are producing sufficient progress.

Teachers and leaders review:

- whether assessment tasks provide sufficient depth and cognitive challenge;
- whether students are progressing in line with their identified potential;
- the impact of extension and enrichment provision; and
- whether further adaptation or challenge is required.

Assessment outcomes and agreed actions are reviewed termly by the Inclusion Team, Heads of Subject, Phase Leaders and the Head of Assessment. Parents are informed through scheduled review meetings, formal reports and the school's approved communication channels.

c. **Roles and Responsibilities**

Role	Responsibility
Class Teacher / Subject Teacher	Implements agreed accommodations and challenge, records assessment evidence and monitors progress against identified targets.

Head of Inclusion	Coordinates, verifies accommodations and modifications, and monitors the progress of students with additional learning needs.
Inclusion Team	Supports teachers in adapting assessments and evaluates progress towards their targets.
Head of Assessment	Assures the validity of adapted assessments and ensures accurate monitoring of ALN/SoD and G&T attainment and progress.
HoDs	Verify curriculum alignment, appropriate challenge and implementation of agreed assessment arrangements within their subjects.
Phase Leaders	Monitor consistency of provision and the student experience across subjects within the phase.
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.

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 assessment framework and ensures alignment with ADEK requirements and the school's licensed curricula. Ensures that assessment evidence informs the SEF, School Development Plan and whole-school improvement. Submits the Assessment Policy to the Governing Board for formal approval.
Vice Principal – Teaching and Learning	Ensures that assessment information is translated into effective planning, differentiation, questioning, feedback, challenge and support. Works with the Head of Assessment, curriculum leaders, Heads of Subject and Phase Leaders to monitor classroom implementation and evaluate its impact on students' learning and progress.
Head of Assessment	Leads the whole-school assessment strategy and assures the validity, reliability and consistency of assessment. Oversees moderation, data accuracy, the BIS Student Performance Profile, external benchmark analysis, reporting and evaluation of assessment-led actions.
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.
Phase Leaders	Ensure that whole-school assessment expectations are applied consistently across the phase. Monitor the student experience across subjects, identify inconsistencies or barriers affecting particular groups, and coordinate follow-up with Heads of Subject.

Heads of Department (HoDs)	Lead assessment and data priorities within their subjects. Ensure assessments are valid, reliable, curriculum-aligned and appropriately moderated through the pre- and post-moderation processes. Verify the accuracy of assessment information, analyse individual, skill and subgroup performance, and identify clear departmental actions for improvement. Support teachers in translating findings into planning, differentiation, feedback, challenge and intervention, and evaluate the impact of these responses on students' learning and progress.
Teachers	Implement formative, continuous and summative assessment in accordance with school policy. Maintain accurate records in Mograsys and the BIS Student Performance Profile, provide meaningful individual comments and feedback, implement agreed accommodations and challenge, and involve students in understanding and improving their learning.
Head of Inclusion	Coordinates assessment accommodations and modifications through students' Documented Learning Plans and normal ways of working. Supports the moderation of adapted assessments and monitors the attainment and progress of ALN/SoD and G&T students.
Wellbeing Lead and Social Worker	Coordinate phase-appropriate workshops that develop the agreed personal and social competencies. Support teachers and leaders in understanding these competencies and contribute relevant evidence to the review of students' personal and social development.
Exams Officer	Coordinates the administration of internal and external assessments and examinations, including schedules, candidate registration and entries, rooming, seating plans, invigilation arrangements and student attendance. Manages the secure receipt, storage, distribution, collection and return of assessment materials and scripts. Maintains examination records, attendance registers, access-arrangement documentation, incident and malpractice reports, and relevant communications with ADEK, assessment providers and awarding organisations. Coordinates arrangements for absentees, approved rescheduling and the secure release of results, ensuring that all procedures meet applicable

	regulatory and awarding-organisation requirements.
Parents and Guardians	Engage actively with their child's learning by reviewing assessment feedback and reports on the Mograsys Parent Portal. 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	Formally reviews and approves the Assessment Policy. Monitors assessment performance, regulatory compliance and progress against the school's strategic assessment priorities.

7. **Assessment Misconduct and Breach Procedures**

Purpose

Belvedere International School maintains high standards of academic and assessment integrity. Suspected misconduct or procedural breaches are investigated fairly, confidentially and consistently in accordance with the ADEK School Assessment Policy, ADEK School Student Behavior Policy, the school's Student Behavior Policy, applicable staff disciplinary procedures, and the requirements of relevant assessment providers or awarding organisations.

Procedures for Managing Examination Misconduct and Breaches

a. 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:

- plagiarism, cheating or falsely claiming individual ownership of work;

- unauthorised collaboration, assistance, materials or communication;
- unauthorised use of artificial intelligence or digital tools;
- impersonation or falsification of assessment evidence;
- advance access to or leaking of assessment materials;
- unauthorised alteration of marks, grades or assessment records;
- breach of assessment confidentiality or security; and
- deliberate or serious failure to follow moderation, invigilation, access-arrangement 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*.

b. Student Academic Misconduct

For students in **Year 6 and above**:

- academic dishonesty, plagiarism, cheating, falsification and impersonation are treated as **Level 3 misconduct;**

- leaking examination questions or participating in related activities is treated as **Level 4 misconduct**; and

- misuse of artificial intelligence or digital technology is classified according to the nature and seriousness of the conduct.

Student misconduct below Year 6 is managed through age-appropriate positive-behaviour procedures in accordance with the school's Student Behavior Policy and applicable Ministry requirements.

The Behavioural Management Committee determines disciplinary action in accordance with the applicable level, occurrence and individual circumstances. The student's age, ability, intent, previous conduct and any social, emotional or additional learning need must be considered. The Head of Inclusion is consulted where the student has additional learning needs.

Parents are informed in accordance with the school's Student Behavior Policy, and students receive appropriate guidance and support to understand the concern, take responsibility and avoid recurrence.

c. Assessment Outcomes

A student's academic grade must not be reduced as a behavioural punishment.

Where misconduct has made the assessment evidence unreliable, the school may, following investigation:

- withhold or invalidate the affected assessment result;
- require the student to complete an alternative assessment;
- use other valid evidence to determine achievement; or
- apply the requirements of the relevant assessment provider or awarding organisation.

Any assessment decision must protect the validity of the academic judgement and be recorded separately from the behavioural consequence.

d. Staff and Procedural Breaches

Suspected staff misconduct, including deliberate breaches of confidentiality, unauthorised access, alteration of assessment information or serious failure to follow assessment procedures, is referred to the Principal and investigated in accordance with:

- the school's HR Policy;
- approved staff disciplinary procedures;
- the professional code of conduct;
- applicable employment requirements; and
- relevant ADEK or awarding-organisation requirements.

Unintentional procedural errors are normally addressed through correction, guidance, retraining and monitored follow-up. Repeated, deliberate or serious non-compliance may be referred for formal disciplinary consideration.

e. Communication and Awareness

- Staff receive assessment-integrity training during induction and through

scheduled refresher sessions.

- Relevant staff sign the annual Assessment Integrity Declaration.
- Students receive age-appropriate guidance on academic honesty, plagiarism, collaboration, artificial intelligence and examination conduct.
- Parents and students are informed of assessment expectations through the school's approved communication channels.

f. Documentation and Monitoring

The Head of Assessment maintains a confidential record of reported assessment breaches, investigations, outcomes and follow-up actions.

The Vice Principal and Principal review relevant patterns and systemic concerns through the quality-assurance process. Findings are used to improve assessment design, security, invigilation, staff training and procedures.

Records are retained in accordance with the school's approved records-retention schedule and any applicable ADEK or awarding-organisation requirements.

8. Quality Assurance and Evaluation

Belvedere International School implements a continuous and evidence-based quality-assurance process to ensure that assessment practices are valid, reliable, consistent and effective in improving students' learning and progress.

Quality assurance evaluates both **compliance with assessment procedures** and the **impact of assessment information** on teaching, curriculum adaptation, feedback, support, challenge and intervention.

a. Quality Assurance Framework

The Head of Assessment leads assessment quality assurance in collaboration with the Vice Principal for Teaching and Learning, Heads of Subject, Phase Leaders, Head of Curriculum and Head of Inclusion.

Quality-assurance activities include:

- reviewing assessment design, curriculum alignment and cognitive balance;

- verifying pre- and post-moderation, marking accuracy and rubric use;

- checking assessment accessibility, accommodations and levels of challenge;
- sampling students' work, target sheets and assessment feedback;
- monitoring the accuracy and use of the BIS Student Performance Profile;
- triangulating internal, external and classroom assessment evidence;
- using lesson observations, learning walks and student voice to verify that assessment findings influence classroom practice; and
- evaluating the impact of targeted responses and interventions.

Where personal and social competencies are assessed through projects, presentations, speaking tasks or other curriculum-linked activities, quality assurance also checks the clarity and consistent application of the relevant rubric criteria.

b. Data Accuracy and Verification

BIS applies a staged process to ensure that assessment information is accurate, complete and suitable for decision-making:

- **Teachers** record required continuous and summative assessment outcomes accurately and within the agreed timeframe. They provide individual comments identifying students' strengths, learning gaps and next steps.

- **Heads of Subject** verify marks against assessment evidence, check calculations and subgroup classifications, and monitor the accuracy and quality of individual comments.

- **Phase Leaders** sample assessment information across subjects and year groups to identify inconsistencies or common concerns within the phase.

- **The Head of Assessment** conducts scheduled data-quality audits and reconciles information recorded in Mograsys with the relevant BIS Student Performance Profiles.

- **The Vice Principal for Teaching and Learning** works with the Head of Assessment to verify that findings are translated into appropriate classroom responses before formal reporting.

Significant differences between internal assessments, external benchmarks and classroom evidence are investigated, explained and addressed before final judgements are confirmed.

c. Evaluation of Impact

Assessment quality assurance determines not only whether an action has been completed, but whether it has improved learning.

Each significant assessment-led response or intervention must identify:

- the learning need and starting point;
- the intended outcome;
- the responsible person;
- the agreed action and review point;
- reassessment or follow-up evidence; and
- the resulting impact on the individual student or subgroup.

Where the evidence shows insufficient improvement, the response is reviewed and adapted. Effective responses are continued, extended or shared as appropriate.

Heads of Subject provide termly evaluation summaries identifying:

- progress made by individuals and significant subgroups;
- the impact of teaching adaptations and interventions;
- differences between internal and external evidence;
- actions that were effective;
- areas where impact remains limited; and
- the next response required.

Whole-school findings inform the **School Self-Evaluation Form**, **School Development Plan**, departmental priorities and strategic target-setting.

d. Professional Development and Capacity Building

Assessment-focused professional development is provided through staff induction, scheduled whole-school training, departmental standardisation and targeted coaching.

Training priorities are informed by:

- moderation and data-quality findings;
- assessment-design and marking concerns;
- external benchmark outcomes;
- lesson observations and work scrutiny;
- intervention-impact reviews; and
- individual or departmental development needs.

The impact of professional development is evaluated through follow-up moderation, assessment reviews, classroom evidence and improvements in practice rather than attendance alone.

e. Documentation and Reporting

Quality-assurance evidence includes:

- pre- and post-moderation records;
- data-quality audits;
- BIS Student Performance Profiles;
- assessment and data meeting minutes;
- lesson observation and learning-walk findings;
- work scrutiny and student-voice evidence;
- intervention and reassessment records;
- departmental impact summaries; and
- records of professional development and follow-up.

Records are stored securely in the **Assessment Quality Assurance Folder** and retained in accordance with the school's approved records-retention schedule.

9. Monitoring and Review

The implementation of this policy is monitored continuously to ensure that assessment

practices are applied consistently, comply with applicable requirements and contribute to improved student learning and progress.

The Head of Assessment coordinates policy implementation and monitoring. The Vice Principal – Teaching and Learning monitors how effectively assessment information influences classroom practice. Heads of Subject, Phase Leaders and other relevant leaders fulfil the monitoring responsibilities assigned to them within this policy.

Monitoring includes:

- assessment moderation and quality-assurance reviews;
- checks on the accuracy, completeness and timely recording of assessment information;
- monitoring of the BIS Student Performance Profiles and Mograsys;
- comparison of internal, external and classroom-based evidence;
- evaluation of assessment-led responses and interventions; and
- feedback from students, parents, teachers and leaders, where appropriate.

The policy is reviewed formally during Term 3 each academic year and earlier where required by changes to ADEK requirements, curriculum or awarding-organisation requirements, school assessment systems or inspection findings.

The review evaluates:

- the validity, reliability and consistency of assessment practices;
- the quality of progress and subgroup information;
- the impact of interventions and assessment-led responses;
- the influence of assessment on teaching, curriculum adaptation, feedback and student ownership; and
- findings from moderation, quality assurance, inspection and stakeholder feedback.

Review findings inform the School Evaluation Form and School Development Plan.

The Head of Assessment prepares any revisions in consultation with the Vice Principal – Teaching and Learning and relevant school leaders. The revised policy is endorsed by the Principal and approved by the Governing Board before implementation.

The approved policy is version-controlled, communicated to relevant stakeholders and made accessible to staff. Superseded versions are retained in accordance with the school's records-retention arrangements.