



مدرسة جلوبال الإنجليزية- العين

GLOBAL ENGLISH SCHOOL – AL AIN

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Policy:	Assessment, Moderation & Reporting Policy
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Evaluation& Review:	Reviewed – Oct 2025, Next review -Aug 2026 This policy has been reviewed and updated in alignment with ADEK Circular ECO_2025_016 and the ADEK School Assessment Policy (Version 1.2, September 2025). It ensures GES assessment practices uphold academic integrity, inclusivity, sustainability, and data-driven evaluation, complying with all ADEK-mandated standards and legal frameworks including Federal Decree Law No. (33) of 2023 and Federal Law No. (45) of 2021.
Rationale:	At Global English School (GES), Al Ain, we are committed to providing high-quality education where assessment, moderation, monitoring, tracking, and reporting are integral to teaching and learning. Assessments measure progress and attainment, providing valuable feedback that informs planning, differentiation, and improvement. Assessment is crucial in determining the attainment of a student for placement or the modification of a learning program. The purpose of moderation at Global English School is to verify that assessment is fair, valid, reliable, consistent and practicable. Moderation assists in evaluating the performance of learner assessment process with a view to providing appropriate and necessary support, advice and guidance. Student Reporting is the communication about student learning to the school community, particularly to parents but also to other stakeholders. It includes student attainment and progression.



1. Roles and Responsibilities

Students should:

- Be able to identify their own strengths and weaknesses and set learning targets/goals, in accordance to their own individual needs
- Ask questions about their learning
- Interact with teachers in the classroom to establish a learning partnership, allowing teachers to identify any areas which need addressing, whilst allowing the student to be able gain support and guidance, allowing them to take the next steps on their learning journey
- Take pride in their work and ensure that work in the copy books is of a high quality, allowing teachers to use it as a means of assessing the student's learning
- Complete all homework tasks as these will support student achievement indirectly.
- Revise thoroughly for all tests and assessments
- Aspire to be the best that they can possibly be both academically, socially and morally
- Enjoy learning!

Teachers should:

- Be able to identify students' strengths and weaknesses and plan their work in accordance to individual needs
- Provide a classroom environment where students are welcomed, personally valued and know that they would be expected and helped to do their best, so that there is a strong emphasis on high expectation to lead to high achievement
- Support students in setting their own targets and ensure clarity of aims and expected outcomes (success criteria) are discussed clearly at the outset
- Ensure that effective use is made of curriculum standard descriptors, to demonstrate to students what they need to progress in their learning and attain higher standards.
- Ensure students are trained to assess samples of work against grade criteria and/or assessment rubrics
- Formally and regularly record student effort and attainment and keep detailed records of this in mark books
- Provide regular documentation and support materials for all students
- Ensure that a range of effective assessment procedures are delivered and that dialogue takes place with students to support effective assessment of the learning taking place
- Ensure homework follows school policy and that when work is returned, students are given written and/or oral comments that combine clear evaluation with sensible advice and manageable targets for improvement
- Analyse assessment data and modify teaching to meet the needs of learners.



Parents should:

- Provide an effective learning environment at home where their child feels secure and supported
- Attend any information meetings and parents evenings to discuss current performance of their child or use other communication channels e.g telephone interviews
- Support targets that have been set and monitor progress that has been made or needs to be developed by supporting the school-home partnership to improve the learning environment
- Take an interest in the social and academic progress of their child and support events where their child has an opportunity to participate
- Attend annual parent training sessions on understanding internal and external assessments, grading rubrics, and assessment integrity requirements.

Senior and middle Leaders Should:

- Ensure high quality learning, teaching and assessment for all students
- Provide support for all students, teachers and parents to ensure that students make excellent academic progress
- Analyze and track assessment information to ensure that data is used to support student learning
- Ensure that all assessment procedures and data tracking systems comply with ADEK Circular ECO_2025_016.
- Conduct internal moderation audits and submit compliance evidence to SLT.
- Maintain digital logs of moderation, integrity checks, and data verification records for inspection readiness.



2. Principles of assessment

Assessment is at the heart of teaching and learning:

We ensure that assessment is central to classroom practice. Teachers will plan tasks, activities and questions which will help students demonstrate their knowledge, understanding and skills. Assessment for learning should focus on how students learn:

We recognise that every student is unique and that students learn in different ways. We help students become aware of how they learn as well as what they learn.

Assessment for learning should be a key skill for all educators:

We ensure that all staff are skilled in assessing student's learning, identifying the next steps and helping to move the students on.

Assessment should always be sensitive, constructive and accurate:

We ensure that all assessments are accurate, meaningful and are used to inform teaching and learning. We ensure that students are suitably challenged in order to fulfil their full potential.

Assessment should motivate learners:

We are aware of how students' confidence can be affected by comments on their work. We celebrate what each student can do, emphasising progress, achievement, effort and attitude.

Assessment for learning helps students understand their goals and the criteria by which they are assessed:

We use assessment to help students know how to improve and to reflect on their own learning. We work in partnership with parents and carers, sharing information about their child's progress and help them support their child's learning.

Assessment practices shall reflect the principles of equity, validity, reliability, and integrity, ensuring that every student is assessed under fair and transparent conditions.

Teachers shall ensure that assessment methods are free from bias, culturally appropriate, and aligned with ADEK-approved learning outcomes.

All internal and external assessments must uphold the integrity standards established by ADEK Circular ECO_2025_016 and Federal Decree Law No. (33) of 2023.



3. Assessments at Global English School

The assessment procedure is strongly linked to the Cambridge curriculum expectations and the UAE National Agenda Parameter.

Internal

KG 1 & KG 2

- a) Screening
- b) Reception baseline
- c) Phonic Screening at the end of KG-2
- d) Continuous assessments

Grade 1-2 (KS1):

- a) Baseline assessments
- b) End of unit tests (Combined Marks as End of Term Assessment)
- c) End of year assessments (CPT style for Grade 1, CPT for Grade 2)
- d) Project-based assessments (based on rubrics)
- e) Progress in Reading - Oxford Reading Tree (Running Record)

Grade 3 – 8 (KS2 & KS3):

- a) Baseline assessments
- b) Mid-term assessments
- c) End of Term assessments
- d) Cambridge Progression Tests/End of Year assessments
- e) Curriculum-based Standardized Assessments supported by rubrics [GLPT, IBT]
- f) International Assessments [TIMSS, PIRLS]
- g) Oxford Reading Tree -Running Records

Grade 9:

- a) Baseline assessments
- b) Mid-term assessments
- c) End of Term assessments
- d) Cambridge Progression Tests/End of Year assessments
- e) Curriculum-based Standardized Assessments supported by rubrics [GLPT, IBT]
- f) International Assessments [PISA]

Grade 10 -12:

- a) Baseline assessments
- b) End of unit tests
- c) End of Term 1 assessment
- d) International Assessments [PISA]



- e) Mock Examinations IGCSE, AS, and A Level
- f) Cambridge Examinations IGCSE, AS and A Level
- g) MOE exam for Arabic and Islamic (Grade 12)

International & National

- a) TIMSS Grade 4 and 8 (Students selected by ADEK)
- b) PIRLS Grade 4 (Students selected by ADEK)
- c) MOE Grade 10 Arabic & Islamic Studies
- d) PISA (15-year-old students selected by ADEK)

International Benchmarking:

- | | |
|--------------------------------|-----------------------|
| a) Cambridge Progression Tests | Grade 2-7 |
| b) Cambridge Intl Exams | IGCSE, AS and A Level |
| c) GL Progression Test | Grades 3 to 9 |
| d) IBT Exams | Grades 3 to 9 |

At GES both forms of assessment (formative and summative) are used effectively to make accurate decisions to inform planning, intervention and challenge.

Formative Assessment

Formative assessments at GES are conducted regularly to monitor student learning and inform instruction. Teachers share learning outcomes and success criteria with students and parents, integrate peer and self-assessment, and provide differentiated tasks that balance cognitive demand with curriculum expectations. Students are guided to set challenging personal targets and track their progress through reflection logs.

Formative assessment is a continuous process and part of the teaching and learning cycle.

Teachers:

- Share learning objectives and success criteria.
- Design varied assessment tasks to meet diverse learner needs.
- Incorporate self- and peer-assessment opportunities.
- Use feedback loops and digital tools for real-time progress tracking.
- Provide accommodations per ADEK Inclusion Policy.



Majority of the ongoing assessment is formative in nature, meant to inform planning and instruction. The most common forms of formative assessment used are:

- Talking and listening to students
- Use of high quality questioning skills by teachers
- Providing opportunities for paired talk
- Investigations/Experiments and problem solving tasks
- Presentations
- Providing verbal and written feedback on students' work and attitude to learning
- Progress checks and Rubrics
- Research-based integrated projects
- Mental Math
- Spelling Tests
- Speaking and Listening Assessments
- Practical Assessments [Science/ICT

Summative Assessment

Summative assessments evaluate mastery at the end of units, terms, or years using performance tasks, projects, and exams aligned with curriculum standards. All summative tasks use rubrics with clear descriptors; moderation sessions are documented; and data informs curriculum planning. Accommodations are provided per IEP and ADEK Inclusion Policy.

GES ensures:

- Rubrics are clear, consistent, and aligned with curriculum standards.
- Moderation sessions are conducted and documented for fairness.
- Data analysis identifies trends, informs teaching, and drives intervention planning.
- Invigilation protocols and academic honesty measures are followed.

Summative assessment tasks are designed to give information on what students can do, know and understand at the end of a unit of work. Each unit of work in any subject has a summative assessment task(s) at the end of the unit, feedback on which is reported for parents to see. It also informs teachers of how well students have understood, retained learning and the progress they have made over a period of time. It informs long -term planning.

- End of unit assessments
- Mid-term assessments
- End of term assessments
- End of year assessments



- External Assessments _ Cambridge IGCSE, AS & A Level
- Benchmarking Assessments _ IBT, Cambridge Progression tests & Checkpoint exams, GL Progression test.

Phase Specific Assessments, Grading & Reporting

- Academic grades reflect curriculum achievement only; attendance, behavior, and standardized benchmark results are reported separately.
- Internal assessments are designed to reflect competencies evaluated in international assessments (PISA, TIMSS, PIRLS) to build students' global readiness.
- Benchmark thresholds and grade boundaries are reviewed annually and approved by the Governing Board.
- All results reported to eSIS are verified for accuracy and compliance.

KG 1-2

A variety of assessment methods are used to support an understanding of children's development as they move through their unique development pathway. Robust observation, with next step procedures, links all areas of learning and clearly identify starting points and progress children have made. This is used as a basis for future planning. Children are regularly provided with opportunities to revisit next steps and progress is documented.

The EYFS Profile is a summative assessment of each child's achievement at the end of the Foundation Stage.

Type of Assessment	Who is Assessed?
Screening	Reception on Entry FS2 & Year 1
Reception baseline	FS2 & Year 1
Continuous Assessment	FS2 & Year 1
Phonic Screening	FS2 & Year 1

Grade 1-9

In all subject areas, assessments are conducted continuously as the teaching and learning progress. Progress and Attainment are tracked as per the curriculum standards.

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Heads of Department create Assessment Maps to communicate the details of assessments (titles, types, weightings, dates, and references to textbooks). The school organizes an information evening for parents about assessment each year. This includes an SLT presentation and an opportunity to speak with individual Teachers.

Grade 1-9																					
Grade	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3	F1	F2	F3	G1	G2	G3
Marks	96-100	93-95	90-92	86-89	83-85	80-82	76-79	73-75	70-72	66-69	63-65	60-62	56-59	53-55	50-52	46-49	43-45	40-42	36-39	33-35	0-32

Type of Assessment	Who is Assessed?	When?
Midterm Assessments	Grade 3-9	September-October-February-April
Continuous Assessments	Grade 1-9	Throughout the Year/Term
End of Term Exams	Grade 1-9	November-December-March-June
GL Progression Tests	Grade 3-9	May
Cambridge Progression Tests	Grade 2-8	June

Grade 10-12

In all subject areas, assessments are conducted continuously as the teaching and learning progress. Progress and Attainment are tracked using the following CIE curriculum standards.

IGCSE									
Grade	A*	A	B	C	D	E	F	G	U
Marks	90-100	80-89	70-79	60-69	50-59	40-49	30-39	20-29	Below 20
AS Level									
Grade	a ⁺	b ⁺	c ⁺	d ⁺	e ⁺	u ⁺			
Marks	80-100	70-79	60-69	50-59	40-49	Below 40			
A Level									
Grade	A*	A	B	C	D	E	U		
Marks	90-100	80-89	70-79	60-69	50-59	40-49	Below 40		



Type of Assessment	Who is Assessed?	When?
End of Unit Tests	Grade 10-12	Throughout Term 1 and Term 2
Mock 1	Grade 10, 11, and 12	December
Mock 2	Grade 10,11, and 12	February- March
IGCSE CIE	Grade 10	April, May - June
AS Level CIE	Grade 11	April, May - June
A Level CIE	Grade 12	April, May - June

MOE Subjects

Grade 1 – 8						
Grade	A	B	C	D	E	F
Marks	90 -100	80 - 89	70 - 79	60 - 69	50 - 59	0 - 49
Grade 9- 12						
Grade	A	B	C	D	F	
Marks	90 -100	80 - 89	70 - 79	60 - 69	0 - 59	

Progress

Progress is tracked after each assessment cycle against end of year target grades. These are set using baseline assessments and 2024/2025 internal assessment data. Tracking is carried out on an individual and group level by SLT, Middle Leaders and Teachers. Students and groups are analysed on three levels: below expected progress (below the target grade); at expected progress (working at or two sub-grade above the target grade); above expected progress (one full grade above).

Teachers use this assessment information to complete their termly assessment analysis in the data context file. Students making the least progress and students working below a C are identified and strategies are put in place to rectify problems.

Assessment Outline for Global English School

	Term 1			Term 2			Term 3		
	Mid Term Exams	Continuous Assessment	End of Term Exam	Mid Term Exam	Continuous Assessment	End of Term Exam	Mid Term Exam	Continuous Assessment	End of Term Exam
KG	#	100%	#	#	100%	#	#	100%	#
1-2	#	50%	50%	#	50%	50%	#	50%	50%
3-8	30%	20%	50%	30%	20%	50%	30%	20%	50%
9	30%	20%	50%	30%	20%	50%	30%	#	70%
10	#	#	100%	#	#	100%	#	#	#
11-12	#	#	100%	#	#	100%	#	#	#



4. Intervention Procedures

GES implements a robust intervention system designed to ensure that every learner achieves expected progress through data-driven decision-making.

Purpose

Intervention at GES bridges learning gaps identified through internal and external assessment data, ensuring that each student receives timely and targeted academic support.

Structure

- **Zero Periods (4 days a week):** GES implements structured zero periods dedicated exclusively to intervention. These sessions target specific student groups based on data analysis from external assessments, internal assessments, GL Progress Tests, IBT, skill-based tests, and teacher observations.
- **Targeted Support:** Students below expected standards receive personalized instruction focused on identified skill deficits in Arabic, Islamic, English, Mathematics, and Science.
- **Data Sources:** Intervention groups are formed using evidence from baseline assessments, formative and summative results, standardized assessments, and item-level analysis reports.
- **Intervention Logs:** Teachers maintain records of attendance, progress, and impact using standardized digital templates monitored by Heads of Department and the Assessment Coordinator.
- **Triangulation of Data:** Data from internal and external assessments are triangulated to inform instructional planning, targeted teaching strategies, and closing gaps between internal and external results.

Monitoring and Review

- **Parent Communication:** Intervention details are communicated to parents weekly through the school's Weekly Overview, ensuring transparency and home-school collaboration.
- Student progress is reviewed bi-weekly during departmental meetings.
- Adjustments are made to intervention plans based on data trends and feedback.
- Reports are submitted to SLT for inclusion in the Assessment Analysis Summary.

This structured and consistent approach ensures data-led interventions, maximizes instructional time, and directly supports ADEK's directive for evidence-based teaching improvement under the **School Educational Risk Policy**.



5.Moderation Policy

Rationale

The purpose of moderation at Global English School is to verify that assessment is fair, valid, reliable, consistent and practicable. Moderation assists in evaluating the performance of learner assessment process with a view to providing appropriate and necessary support, advice and guidance.

It serves to highlight any areas of concern surrounding the assessment within a given learning area.

Expected Outcomes

Moderation serves to determine whether assessment tasks are of an acceptable standard and meet learning area/subject guideline requirements. It also provides an appeal procedure for dissatisfied learners. Moreover, moderation helps to raise standards and expectations and provides consistency in judgments across teachers and schools. This ensures that there is an appropriate focus on outcomes for learners and that learning is at the appropriate level for the child at that time.

At Global English School, we strongly believe that Involving teachers in developing their assessment approaches through participation in moderation activities is a highly effective form of professional development and ensures accuracy in judgments.

Principles & Practice

It is important that when teacher assessments are carried out, there is evidence recorded to justify judgments made.

At Global English School teachers will:

- meet regularly to moderate assessments
- moderate work through planning and book scrutinies, giving feedback to members of staff
- collate evidence to back up teacher assessments, such as through the use of big writing books in English

Pre-Assessment Moderation:

Design of Assessments

Moderation usually starts at the assessment design stage. The principle aspects considered at this stage are as follows.

- compatibility of assessments with learning outcomes aligned to **BLOOM'S Taxonomy**
- equivalence across all locations and modes where different forms of assessment will be used



- assessment criteria
- marking schemes
- model answers
- the balance between assignments and across each stage of curriculum
- consistency across subject areas
- consistency with former assessments (in terms of standards)
- suitability of tasks, questions etc

Moderation at the design stage may be undertaken by the subject Team assigned for particular learning stages under the scrutiny of HODs.

At Global English School question paper Design stage is strictly based on a set of rules and assessments are designed using Bloom's Taxonomy and aligned to curriculum framework standards to ensure a balanced and progressive evaluation of student learning. Each question paper clearly specifies the weightage of curriculum standards being assessed and indicates the percentage of questions across different levels of Bloom's Taxonomy (Knowledge, Understanding, Application, Analysis, Evaluation, and Creation).

This structured approach helps teachers and students to:

- Identify individual strengths and weaknesses in both skills and curriculum standards.
- Target specific learning needs through differentiated instruction and support.
- Gain clarity on how assessment outcomes connect directly to curriculum expectations.

The new format ensures transparency, fairness, and consistency, while also empowering students to track their own progress and teachers to plan interventions more effectively. This framework promotes deeper learning by challenging students at higher cognitive levels and provides a robust system for monitoring attainment across the school.

Post -assessment Moderation

Guidance for Moderation of Assessment Papers

Wherever possible academic moderators will be the teachers who are not involved in the setting of the examination and are capable of interpreting the answer scripts and the marking scheme for the papers concerned.

Steps to follow

- A sample of the answer scripts will be taken comprising:
All the scripts if the total number is less than 10.
- 10 papers if the total number is 10-100.
- 10% otherwise.



- The sample should represent a reasonable distribution of marks including a script with top marks and one with poor marks but representing a reasonable attempt at the paper (i.e. not a paper with less than 10%).
- There should be a detailed marking scheme showing the breakdown of the marks allocation. Ideally this will be sufficiently detailed to see how individual marks are allocated. If the marking scheme is modified or refined during the marking process it will be the marking scheme actually used for the marking. The moderator will check that the marking of the sample is consistent with the marking scheme.
- The moderator will initial every question on the papers checked in this way. The moderator will sign the front cover of the script. If the moderator identifies any discrepancy of more than 2/20 in any question or more than 5% (e.g. 3/60) in the paper overall then this will be brought to the attention of the HOD.
- If, on further investigation, the marker, the moderator and the HOD agree that original mark stands no further action need be taken.
- If any mark is changed as a result of this moderation process, then all the scripts will be moderated.

Timeline for moderation

Moderation is part of the normal marking process (i.e., before the marks are returned to the students, ie within the 10 working days turnaround time).

Marking Meeting

The HOD must organize a marking meeting to discuss any issues arising from the marking process and to ensure equality and accuracy of marking across the grade level as a whole. This meeting must take place *prior* to the return of marks to the students. If the moderator finds that the sample of scripts moderated raises issues around fairness and consistency of marking, in some cases, they can ask the marker(s) to rethink their marking practice across the whole assessment, though they are not empowered to require actual changes of marks.

Paperwork involved

The moderator records brief comments and overall impressions for each type of assignment s/he has moderated.

Annual Review

The Annual Review is the statutory process of assessing whether a child's needs are being met with their current statement. The review involves a meeting with parents, students, teaching staff and other related agencies. The meeting is a chance to share progress and issues and to ensure that the students' needs are



still being adequately met. At the end of the review, the chair of the meeting (a member of the school leadership team) will ask all whether the statement remains appropriate and whether any further advice needs to be sought. Annual review paperwork must be circulated to parents.

In accordance with **ADEK Circular ECO_2025_016**, GES maintains documentary evidence for all moderation activities, including signed moderation reports, sample selection records, and summary feedback sheets. Moderation outcomes must be reviewed and approved by the Assessment Coordinator and the Vice Principal before results are released.



6. Marking Policy

All work completed should be annotated with comments from school staff. Class staff should be aware that pieces of work need levelling against the Connecting Steps levels, ready for inclusion in the Progress Files once a level has been achieved. Marking should include how the student can improve on their work and therefore improve on their levels in that subject. It should also use the following annotations to ascertain how much help was given to the student.

At GES Students take responsibility of accelerating their progress through:

- **Self Assessment**
 - Evaluating their own achievement against shared learning outcomes
 - Identifying their own strengths and areas for improvement
 - Use rubrics, progress checks and target setting statements
 - Students' Personal Statements explaining their achievements and targets at PT Meetings
- **Peer Assessment**
 - Pair and Share opportunities
 - Use success criteria guidelines to comment on a peer's work
 - Reason and suggest next steps of improvement

At GES Communicating with Parents about Learning and Assessment is methodical and meaningful:

- Parents are kept up to date with their children's progress during parent consultation evenings in January, March and June; where children's work, achievements and next steps are discussed. Students are invited to attend these meetings.
- Detailed Progress reports are issued in December, March and June.
- One to one meetings are organised with parents to discuss specific areas of concern to ensure effective home- school partnership accelerates the progress of all students. Parents are also welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year.
- IEP progress meetings are also held for all students with SEND.
- Internal assessments are analysed by SLT, Middle Leaders and Teachers at the end of each termly cycle.

At GES All Teachers use information from assessment data analysis to identify:

- Teaching Implications
- Learning Preferences
- Intervention Needs
- Opportunities for Challenge



- Future Targets
- Impact short and long term planning
- Measure progress

At GES All Subject leaders use information from assessment data analysis to identify:

- Difference in performance of internal, external and benchmark data
- Trends in Attainment and Progress over Time
- Research and inspect evidence, to inform policies, practices, expectations, targets and teaching methods.
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement

At GES All Senior Leadership members reflect on data analysis to:

- Use and analyse data through a triangulated process to ensure a clear picture of the attainment and progress of different cohorts and groups of students in order to drive standards.
- Senior Leaders ensure that data and management information systems are embedded and fully operational and informing Teaching and Learning.
- Track progress of specific cohorts to ensure NAP targets are met.
- Present detailed analysis to the Governors.

At GES Governors hold the SLT accountable for in terms of data analysis:

- Meeting National Agenda Registration Requirements
- Attainment Data demonstrates effective progress towards meeting the National Agenda Targets
- Accuracy of data analysis
- Timely reporting – November, March and August
- Analysis of targets met or otherwise
- Detailed Next Steps



7. Assessment Integrity Policy

Maintaining Assessment Integrity

GES shall follow the requirements of the Federal Decree Law No. (33) of 2023 Concerning Combating Cheating and Violation of Examination Systems.

1. GES shall educate students about the importance of not cheating and preserving academic honesty at all times.
2. GES shall make sure physical conditions (e.g., proper lighting, sufficient desk spacing) are set up to be conducive to conducting examinations credibly and transparently.
3. Exam invigilators shall be trained to carry out their duties professionally and to be able to identify potential cheating occurring.
4. GES has established mechanisms and procedures to identify and manage instances of cheating and breaches within examination processes.
5. Students found to commit examination misconduct shall be subject to the penalties stipulated in the ADEK School Student Behavior Policy.
6. Anyone other than a student who commits examination misconduct as per Federal Decree Law No. (33) of 2023 Concerning Combating Cheating and Violation of Examination Systems shall be subject to the penalties stipulated therein.
7. All assessment irregularities, including malpractice or breaches of exam conduct, shall be documented and reported via the ADEK reporting portal within 24 hours of detection.

Security

1. Security and Integrity of Assessment Resources and Data: GES shall ensure the integrity and security of assessment resources (e.g., instruments, confidential assessment materials) and data (e.g., individual and school-level data and records) in line with Federal Law No. (45) of 2021 Concerning the Protection of Personal Data and in line with the ADEK School Digital Policy.
2. We have strong room with limited access with the approval of the Principal only for storing the assessment material received in advance such as Cambridge International Examination papers.
3. GES ensures that none shares any student assessment data with third parties without the consent of parents and approval from ADEK.



8. Inclusion Assessment Policy

This policy outlines the principles and procedures to ensure assessments are accessible, equitable, and supportive of students of additional learning needs. The aim is to create an inclusive assessment environment where all students can effectively demonstrate their knowledge, understanding, and skills.

Accessible Formats

- Assessments must be provided in formats that accommodate individual student needs, including but not limited to large print, digital text, adjusted font size, and color contrast.
- Alternative formats must be made available for multimedia content (e.g., audio or video), such as written transcripts or closed captions, to ensure accessibility.

Clear and Understandable Instructions

- Instructions should be written in clear, simplified language suitable for the student's comprehension level.
- Whenever possible, provide verbal instructions alongside written ones.
- Allow students to seek clarification on instructions to ensure full understanding.

Accommodations and Modifications

- All assessment accommodations and modifications must align with the student's Individualized Education Plan (IEP), Behavior Support Plan (BSP), or Academic Support Plan (ASP).
- Any adjustments made must preserve the integrity and fairness of the assessment while supporting the student's access to learning.

Flexible Timing and Scheduling

- Additional time, scheduled breaks, or alternative timing should be granted as specified in the student's support plan.
- Assessments should be scheduled during times when the student is most alert and able to focus.
- Teachers should provide a review or revision guide at least two weeks in advance to support preparation.

Assessment Design and Presentation

- Assessments should follow a simple, uncluttered layout with clear spacing to minimize visual distractions.
- Review materials and practice resources must be made easily accessible, such as through platforms like Class Dojo.



- If assessments contain a high number of items (e.g., 50 questions), teachers should scale the total marks appropriately (e.g., assess 30 key items while maintaining the full learning coverage).

Alternative Response Methods

- Students should be allowed to demonstrate their understanding through various formats, including verbal responses, assistive technology, or supported scribing, as appropriate.

Constructive Feedback and Additional Support

- Provide timely, constructive feedback aligned with the student's individual learning goals.
- Offer additional explanations or support if a student requires clarification or reinforcement after the assessment.

Monitoring and Participation

- Monitor student engagement and progress during assessments to ensure active and meaningful participation.
- Modify support strategies during the assessment if needed to maintain accessibility.

Collaboration with the Inclusion Department

- Teachers must consult with the Inclusion Department prior to review days to ensure assessment accommodations are properly planned and implemented.
- Collaboration ensures that each student's needs are fully understood and reflected in the assessment process.

Reflection and Continuous Improvement

- Following each assessment, teachers should reflect on the effectiveness of accommodations and support provided.
- Future assessments should be revised and improved based on lessons learned to continuously enhance inclusivity.

IEP

- Every child with a statement for their severe or profound needs has an Individual Education Plan (IEP). The IEP consists of a maximum of five specific targets linked to the student's statement and their current areas in which they need to improve.
- This plan is set and reviewed termly. IEPs will be written and shared with students whenever possible so they are aware of their targets.



9. Monitoring and Evaluation of Assessment Policy

GES has established a mechanism to monitor and evaluate the effectiveness of the Assessment Policy. This exercise is used for the review of the policy.

- Policy implementation is monitored through internal indicators, including completion rates, moderation logs, and data analysis reviews.
- Annual internal assessment audits evaluate ADEK compliance.
- Findings are submitted in the School Self-Evaluation Report (SER) and reviewed by the Governing Board.
- The annual Assessment Calendar, including internal and external assessment schedules, is uploaded to the ADEK System at the beginning of the academic year.