



CAMBRIDGE
ENGLISH SCHOOL
مدرسة كيمبردج الإنجليزية

**'Students achieving their full potential as active thinkers
and self-motivated, life-long learners within a supportive environment'**

Assessment Policy

Reviewed by: SLT	Date: February 2026
To be reviewed: SLT	Date: December 2026

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Rationale

Assessment is an important tool in informing pupils, teachers and parents of pupils' progress, strengths, and weaknesses. Therefore, the feedback that assessment of pupils' work gives is a vital part of teaching and learning.

Aims

Pupil progress is closely monitored in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that pupils can make excellent progress in their learning whilst considering the needs of individual children. The aims and objectives of assessment in our school are:

- To enable our pupils to demonstrate what they know, understand and can do in their work;
- To allow teaching teams to plan work that accurately reflects the needs of each pupil;
- To help our pupils understand what they need to do next to improve their work;
- To provide regular information for families that enables them to support their child's learning;
- To contribute to accountability data.

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

WHAT IS ASSESSMENT?

- Assessment is the process of looking at student achievement and using this information to inform planning and teaching for educational improvement.
- Responses to pupils' work should be formative and give guidance to the pupils as to how to move forward into the next piece of work with a clearer idea of where the work was successful and where improvements are needed (feedback and feed forward).
- Written comments should be constructive to help pupils' improve. Comments should also acknowledge and celebrate effort.
- The assessment process encourages the teacher to reflect on their teaching practice and how they can improve pupil progress.

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- The final output should be a clear means to evaluate:
 - a) The present level of a pupils' learning
 - b) The progress of a pupils' learning
 - c) A pupils' learning needs that support planning and pedagogy.
- The process requires much reflection for the teacher, about how pupils learn, what evidence there is that the pupils are learning, and what actions need to be taken to improve pupil learning.
- The objective of assessment is not only to obtain “good news”, but to improve forms of teaching that can enhance learning. Assessment reveals and helps to close the gap between curricular goals and student outcomes.
- Assessment is not just the setting of high expectations for pupil learning and then measuring the progress towards these established learning outcomes. It is a systematic and cyclic process that makes expectations and standards explicit and public in an environment of ongoing improvement.
- Teacher-planned assessment will reflect the learning needs of each pupil.
- Our assessment systems/processes will be reviewed to keep up with latest research

Assessment is an integral part of teaching and learning which serves to inform concerned individuals of the pupils' achievements. It also provides a pathway to reflection and improvement of educational standards. It should:

- inform
- motivate
- diagnose
- monitor
- evaluate

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CRITERIA FOR ASSESSMENT

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment, and nationally standardised summative assessment.

Assessment should:

- Be authentic, continuous, multi-dimensional, varied and balanced
- Take into consideration the diverse needs of the learners and the context. A variety of assessment strategies should be used.
- Be used as an ongoing, integral part of the teaching and learning process
- Be a tool used to inform and evaluate teaching and learning
- Be accurate, objective, fair, manageable and time-efficient
- Take all forms, gather information from several contexts and include a range of competencies and uses
- Be free from bias and sensitive to gender, race, culture, background and abilities
- Be transparent – teachers and learners should have a clear understanding of what the expectations of any assessment task are, and what knowledge, skills, values and attitudes are being assessed.
- For older pupils’ (tests/quizzes) should be set regularly as part of a formative assessment of pupils to gain knowledge of their strengths and weaknesses. These must be marked promptly, and the marks recorded and when appropriate incorporated in the pupils’ report. Pupils should be given clear notice of when a test or quiz will take place to ensure that they are adequately prepared for it. If a pupil is absent, they should be given the opportunity to sit the test/quiz on their return.

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THE IMPORTANCE OF ASSESSMENT

- **Curricular** – assessment can help identify problems with a particular subject area or topic. It can establish the need for increasing emphasis on a particular skill set within the curriculum. It can suggest whether or not the pupils are learning what is expected of them.
- **Methodology and Practice** – assessment can assist staff members in evaluating their own teaching practices, to address issues such as class size, behaviour and cultural challenges.
- **Teaching and Learning** – most importantly, assessment can focus school-wide managerial attention on the critical obstacles to teaching and learning.
- **Accountability** – the parents and guardians can see that we are achieving our promised objectives efficiently and effectively.
- **Accreditation** – for our students to achieve transferable certification, we must adopt strict standards set by accreditation bodies.

WHO IS ASSESSMENT FOR?

Teachers will know:

- Where the class is starting from
- Whether the class overall has learned what was planned
- If all pupils are making expected progress
- Whether pupils are making sufficient progress against curricula expectations
- How pupils are applying their skills and understanding across the curriculum
- Which pupils need help and in which areas
- Which pupils need extension work
- Whether the planning for activities and resources was well targeted
- Planning lessons needs to incorporate clear assessment opportunities.

Pupils will know:

- How successful they were in learning the required knowledge, skills and understanding
- What areas they need to develop to progress their learning further
- What the next steps in their learning will be

Parents will know:

- What progress their child is making
- What, if any problems the student is experiencing
- How their child is performing compared to others of similar age
- How they can help their child's learning

The school will know:

- If the pupils are making the expected progress
- Are there any major problems
- Is the pupils' progress in line with the school's targets
- What areas of the curriculum and teaching need to be strengthened
- Information collected is used to target resources such as Learning Support, input into CPD, curriculum changes, staffing, and the physical environment.

TYPES OF ASSESSMENT

- **Formal standardised assessment**
- **Informal assessment**
- **Controlled testing**

The degree to which each method will be used will vary depending on the age group being assessed.

All the following methods of assessment should be utilised during the academic year to ensure effective and successful student achievement:

Formative: Teachers should plan opportunities for assessment through observation, discussion, and pupil/teacher interaction, so that the next steps may be planned. It is an on-going process using feedback and feed forward written or oral comments to the pupils.

Informal assessment is

- The monitoring of pupil progress
- Through discussion, teacher/learning conferences, informal classroom interactions should be recorded

Diagnostic: Identifies difficulties so that support can be provided. The support should be on-going and specific.

Summative: classwork, homework, weekly tests, end of unit quizzes, twice yearly exams (Y3 upward) – where overall achievements of the student are recorded (on-going).

It should

- Provide teachers with a systematic way of evaluating how well the learners are progressing
- be recorded
- Include projects, oral presentations, demonstrations, tests, exams, class work, homework
- Should cover higher order thinking questions or activities.

Controlled assessments/testing

- Should be done in a controlled environment (exam conditions)
- Includes tests and quizzes set regularly as part of the formative assessment, to gain knowledge of students' strengths and weakness
- Should be marked promptly and marks recorded
- Where appropriate these marks may be incorporated in the pupils' report
- Pupils must always have clear advance notice of a test or quiz
- Absent pupils should be given an opportunity to sit the test/quiz/exam on their return
- Regularity – will be determined per subject

Evaluative: affecting the direction of the whole school by evaluating the impact of planning, teaching, and the curriculum on student learning outcomes.

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Everyday learning outcomes are assessed within the planned curriculum. Learning objectives should be taught through a range of activities which enable students to acquire skills, knowledge, and understanding. It is the outcome of these activities which provide a continuous base of assessment for the teacher.

Appendix 1 INTERNAL SECONDARY ASSESSMENT (EXAMINATIONS) PROCEDURE

1. For every subject to be assessed, the students must be given a word-processed or typed **revision sheet**. One copy of this must be given to Administration to be available for Ministry inspection.
2. Assessments of papers must be typed or word-processed, and all diagrams clear and easily readable. There should be no grammatical errors or spelling mistakes.
3. When the assessment papers are ready, they must be proof-read by line managers and errors corrected, before being sent for photocopying.
4. When sets of assessments are complete, they should be stored securely in the designated place.
5. Instructions for Invigilators must be written clearly on the front of assessment paper envelopes, with the paper title and year group.
6. It is the subject teacher's responsibility to ensure that all necessary materials are available in the assessment room for each assessment.
7. All assessments are to commence, so they finish at the end of the scheduled assessment time.
8. The time before assessments is for revision and pupil questions in preparation for the assessment.
9. Teachers invigilating must walk around during the assessment time and ensure that the pupils do not communicate with each other.
10. Any suspicion that a pupil has broken the assessment rules, a line is to be drawn across the paper at the question they are up to and the student completes the assessment paper. This must then be referred to the Head of Faculty or Head of School, and checks carried out to verify what has happened. These assessment papers are to be marked, and a decision made about the awarding of marks after the investigation is complete (e.g. Marks allocated up to where the line was drawn on exam paper).
11. All completed assessments should be put in the designated area (Leadership office) by the Invigilator and collected from there by the teacher who is marking them.

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12. Revision or study lessons in between assessments should be active revision lead by the teacher.
 13. Moderation meetings are held prior to marking papers to discuss the mark scheme. Teachers do not mark the papers of their own pupils. In all year levels marked papers are to be moderated by another staff member.
 14. In Secondary year levels results are to be entered on to the assessment results score sheets – these sheets will also need to be sample checked by another staff member to ensure accuracy of both addition of marks on assessments and accuracy of entry onto the sheets.
 15. The amount of work required must fit the allotted time for the exam.
 16. Every exam should reflect the full range of assessment opportunities.
 17. When marking above is completed, please use the assessment result score sheet to enter marks into individual student reports.
 18. Marked papers will then be given back to Class Teachers / Form Tutors who will place them into storage books which will be in the Head of Administration office. Please see the Head of School if you have any questions. At NO stage papers should be sent home.
 19. If parents wish to discuss the paper, they may make an appointment to do so, up to 2 working weeks after the exam period finishes.
 20. After the assessment, marks must be recorded and a copy given to the Exams Officer.
 21. **Assessment Rooms**
 - a) Pupils may use the same desk for all assessments.
 - b) On the last school day before the assessments, the final period of the day will be used to prepare classrooms for the assessments.
 - c) No pupil should be allowed to leave the assessment room until the full time for the assessment is completed (except in obvious emergencies, then the teacher must observe the pupils from the door or call for assistance).
 - d) No assessment papers are to be collected before the end of the designated assessment time has elapsed.
 - e) No pupil will be allowed to bring any books or equipment into the assessment room, except for the materials they need for the assessment.
 - f) No mobile phones are allowed under any circumstances.
 - g) If a pupil is absent for good reason; i.e. a medical note is provided, then “abs” is marked on the report. Absent without good reason should be awarded a “0”.
 - h) Any pupils who miss assessments with good reason will be allowed to sit on their assessment as soon as practicable.
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INTERNAL PRIMARY ASSESSMENT PROCEDURE

Although the emphasis is on teacher knowledge assessments in the Primary School, formal examinations for Years 1 to Year 6 will occur towards the end of the academic year and mid-year in English, Mathematics and Science. Arabic and Islamic assessments will occur for Years 1 to Years 6 at the end of each half term. The standardised tests for English, Maths and Science will be invigilated and marked by a teacher and samples will be moderated by the Year Leader. Arabic and Islamic assessments will be formulated by the teachers of that subject in accordance with the Ministry of Education.

A phonics assessment is used from KG to Year 2 to help determine the phases the children are working within and to inform planning. There are unit assessments during each half term for English, Maths and Science. In the EYFS, teachers assess continuously and update their trackers accordingly. Assessments are completed in KG after the second term begins. By the end of Reception, class teachers will make a judgement, based on their assessments, as to whether a child has met the Early Learning Goals or is working towards the goals. Class teachers from Years 1 to 6 will make judgements based on the age-related expectations for autumn, spring and summer to determine if the child is working at or working towards the expected level. Class teachers assess children in reading, writing, science and mathematics at the end of each half term and are given the opportunity to meet with the Year Leaders and Head of Primary/ Assistant Headteacher. Learning Support Teachers and assistants meet at least four times throughout the year to discuss pupil progress. Teachers in each Key Stage will meet to moderate work/assessment samples against the age-related expectations for the year group to ensure accurate assessments are made. During book looks and times of analysis of data, the Head of Primary may request meetings with class teachers to determine if the assessments given are fair. Teachers have the opportunity to bring evidence to the meetings to justify their judgments.

The school has a tracking system which is able to track the progress of pupils from KG to Year 6 in greater depth. The system allows for progress to be measured, as a child may come it at a significantly low starting point and may not meet the end of year expectations for their age. However, progress could show that the child has made accelerated progress. The school has recently bought into the White Rose Assessments, which can be used in parallel to the class teacher assessments for Years 1 to 6. CAT 4 testing is used across classes in Primary.