# Assessment & Reporting Policy

## Academic Year 2026-2027

| Policy Information | | | |
|---|---|---|---|
| Created Date | 28-06-2026 | Reviewed By | Ms. Malathi |
| Review Cycle | One Year | Next Review | August 2027 |
| Principal | | | |
| Vice Principal | | | |
| Author of policy's role | Assessment Department | | |
| Chair of Governors | Ms. Gulnaz Reeha | | |

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## 1. Purpose

The purpose of this Assessment and Implementation Policy is to establish a clear, consistent, and fair framework for assessing student learning and monitoring academic progress across the school. The policy aims to:

- Ensure that assessment practices are aligned with the school's curriculum, learning objectives, and educational standards.
- Use assessment as a tool to improve teaching and learning by identifying students' strengths and areas for development.
- Provide accurate, timely, and meaningful feedback to students, parents, and teachers regarding student progress and achievement.
- Promote consistency, reliability, transparency, and fairness in assessment practices across all year groups and subjects.
- Support data-driven decision-making for instructional planning, intervention strategies, and curriculum enhancement.
- Encourage continuous monitoring of student progress through both formative and summative assessments.
- Ensure that assessment procedures are implemented effectively and that assessment records and reporting processes are maintained accurately and systematically.
- Foster a culture of high expectations, accountability, and continuous improvement in teaching and learning outcomes.

## 2. Scope

This Assessment and Implementation Policy applies to all students, teachers, Heads of Department, Year Incharges, and members of the school leadership team. It encompasses all aspects of assessment planning, implementation, recording, monitoring, and reporting across the school.

The policy covers:

- All year groups and subjects offered by the school.
- Formative, summative, diagnostic, and alternative assessments conducted throughout the academic year.
- Assessment planning, scheduling, administration, moderation, and evaluation procedures.
- The roles and responsibilities of teachers, Heads of Department, Year Incharges, and the Assessment Department in ensuring effective implementation of assessment practices.
- Procedures for maintaining the accuracy, reliability, confidentiality, and security of assessment records and student data.
- Processes for recording, analyzing, and reporting student achievement and progress to

students, parents, and other relevant stakeholders.

- Rechecking, moderation, and verification procedures to ensure fairness and consistency in assessment outcomes.
- The use of assessment data to inform teaching practices, provide targeted interventions, support student learning, and drive continuous school improvement.
- Procedures related to examination conduct, invigilation, paper correction, mark entry, report card preparation, and result dissemination.

All staff members involved in assessment and reporting are expected to adhere to the provisions of this policy to ensure that assessment practices are implemented consistently, transparently, and in accordance with the school's educational objectives and regulatory requirements.

## 3. Principles of Assessment

At Happy Home English School, we have several different types of internal and external assessments within the school context. We gather data on student knowledge and understanding from multiple and diverse sources. These help us to quantify their attainment and progress over a period of time, further they tell us the interventions to adopt in the better teaching and learning process which is then fed directly into our regularly updated SEF and development plans.

Assessments are used to inform planning, make changes to lessons and medium term plans allowing progression within subjects and to report formally to our regulators and governing bodies.

## 4. Types of assessments

### 4.1: Formative Assessment (Assessment for Learning)

Formative assessments are ongoing and integrated into daily teaching. These may include: - Class discussions and questioning - Observations - Quizzes and short tests - Homework and classwork - Peer and self-assessment

### 4.2: Summative Assessment (Assessment of Learning)

Summative assessments evaluate student learning at the end of a unit or term. These may include: - End-of-unit tests - Term examinations - Projects and presentations - Standardized or benchmark assessments (where applicable)

### 4.3: External Benchmark tests

At HHES students from Year 4 onwards appear for different international benchmark tests such as CAT4, IBT Arabic, TIMSS, PIRLS and PT series. International benchmark assessments help the school measure student’s performance against global standards. They provide a clear understanding of both academic progress and thinking skills, support early identification of

strengths and learning needs, and inform effective teaching strategies. As standardized assessments, they ensure objective and reliable tracking of student progress.

# 5. Assessment structure across three terms

- **Term 1:** Baseline assessments, ongoing formative assessments, and end-of-term summative assessments
- **Term 2:** Mid-year assessments, continued formative assessment, and progress checks
- **Term 3:** End-of-year assessments, final examinations, and cumulative assessments

## 5.1 Assessment Planning and Implementation

- Teachers will plan assessments aligned with curriculum objectives and schemes of work
- Assessment schedules will be shared with students and parents in advance
- A variety of assessment methods will be used to cater to different learning styles
- Clear assessment criteria and success criteria will be communicated to students

## 5.2 Marking and Feedback

- Marking will be consistent and aligned with agreed school marking guidelines
- Feedback will be timely, constructive, and focused on improvement
- Opportunities will be provided for students to reflect on and act upon feedback.

## 5.3 Recording and Reporting

- Teachers will maintain accurate assessment records
- Student progress will be tracked termly
- Reports will be shared with parents at least three times a year, aligned with the three terms
- Parent-teacher meetings will be conducted to discuss progress and targets
- Assessment outcomes will be reviewed by Heads of Department and senior leadership

## 5.4 Inclusion and Differentiation

### Assessment Arrangements for Students of Determination (SEND)

The principles and procedures outlined in this Assessment Policy apply to all students, including Students of Determination (SEND) and those with special educational needs or disabilities. The school is committed to ensuring that assessment practices are inclusive, equitable, and responsive to the individual learning needs of every student.

### Identification and Diagnostic Assessment

- Assessment data is used diagnostically to support the early and accurate identification of

students' special educational needs, disabilities, and any additional support requirements.

- A range of assessment information, including classroom observations, formative and summative assessment data, and Cognitive Abilities Test (CAT4) scores, may be used to identify students requiring additional support and intervention.
- Assessment findings shall be used to plan appropriate educational provisions, interventions, and support strategies that address individual learning needs.

### Assessment of Progress

- For students working below the nationally expected levels of attainment, assessment arrangements shall recognize and measure progress relative to each student's individual starting point and learning profile.
- The school shall consider the nature and extent of a student's learning difficulties when evaluating progress and achievement.
- Student progress shall be monitored continuously, with appropriate accommodation and support provided to enable meaningful participation in assessment activities.

### Roles and Responsibilities of the SENCo

- The Special Educational Needs Coordinator (SENCo) shall maintain accurate and confidential records of all students requiring additional educational support.
- The SENCo shall work collaboratively with Heads of Department, subject teachers, class teachers, and parents to identify learning needs and coordinate appropriate interventions.
- The SENCo shall regularly review student progress, monitor the effectiveness of interventions, and provide guidance to teachers regarding suitable assessment accommodations and support strategies.
- The SENCo shall ensure that assessment practices and intervention plans are regularly reviewed and adapted to meet the changing needs of students.

The school is committed to providing an inclusive assessment system that promotes equity, recognises individual progress, and supports all students in achieving their full potential.

## 6. Internal Examination

### 6.1 Range of assessments

The school employs a range of formal and informal assessment strategies to support and enhance student learning. Assessments are designed to:

- Identify students' prior knowledge, strengths, learning gaps, and misconceptions.
- Monitor and evaluate students' progress throughout the learning process.
- Provide timely feedback to students and teachers to inform next steps in learning and instruction.

- Support differentiated teaching and targeted intervention to meet individual learning needs.
- Enable students to reflect on their learning and take an active role in their academic development.

Recognizing that different learning outcomes require different assessment approaches, the school uses a variety of assessment methods rather than relying solely on teacher-assigned written tasks. Assessment methods may include, but are not limited to:

- **Verbal Assessments:** Questioning, discussions, presentations, and oral responses to assess understanding and communication skills.
- **Self-Assessment and Peer Assessment:** Opportunities for students to evaluate their own work and provide constructive feedback to their peers, promoting reflection and independent learning.
- **Observation:** Systematic observation of students' participation, engagement, practical skills, and learning behaviours during classroom activities.
- **Written Assessments:** Classwork, assignments, projects, quizzes, tests, and examinations used to assess knowledge, understanding, and application of learning.

These varied assessment approaches ensure that assessment practices are inclusive, comprehensive, and effective in supporting continuous improvement in student learning and achievement.

## 6.2 Timeline of assessments

The academic year 2026-2027 will commence with the Baseline test from Year 1 to Year 7 in four subjects (English, Mathematics, Science and Arabic).

There will be three terms in 2026-2027.

Each Term has the following assessments from Year 1 to Year 7:

- Class Test
- Projects
- Orals
- Assignments
- Assessment
- Term Exam

## 6.3 Assessment Criteria and promotion guidelines

Based on the analysis of student performance in the previous academic year, the school has established the following assessment criteria and procedures for the current academic year.

## Assessment Framework

- Student performance will be assessed continuously throughout the academic year through Term 1, Term 2, and Term 3 assessments.
- The final academic performance and promotion decisions of students will be determined by their achievement across all three terms.
- An annual assessment calendar containing all examination and assessment dates shall be released at the beginning of the academic year and communicated to all stakeholders.
- A marks distribution circular outlining the term-wise weightage and assessment procedures shall be shared with students, parents, and staff members.

## Final Assessment Weightage

The final result shall be calculated using the following weightage:

- **Term 1:** 25%
- **Term 2:** 25%
- **Term 3:** 50%

The combined performance across all three terms will determine the student's final academic outcome.

## Promotion and Seat Reservation

- Students are expected to meet the minimum passing requirements prescribed by the Ministry of Education.
- Students whose combined performance in Terms 1 and 2 do not meet the Ministry's passing requirements may be identified for academic support and intervention.
- Decisions regarding promotion and seat reservation for the subsequent academic year shall be made in accordance with Ministry regulations and school procedures after reviewing the student's overall academic performance.

## Absenteeism and Special Considerations

- Regular attendance in all assessments and examinations is mandatory.
- Consideration for absenteeism during any assessment or examination shall be granted only for verified medical reasons.
- Requests for special consideration must be supported by valid medical documentation and shall be subject to approval by the relevant educational authorities, including SPEA, where applicable.
- Students absent without approved justification shall be dealt with in accordance with the school's assessment and examination regulations.

The school remains committed to maintaining a fair, transparent, and consistent assessment

system that promotes student achievement and ensures compliance with Ministry and regulatory requirements.

## 7. Internal Examination Overview

| S. No. | Name | Objectives |
|---|---|---|
| 1 | **Baseline Tests (English, Mathematics, Science and Arabic)** | • **Help teachers know each student's level before teaching begins.**<br>• **Teachers can design lessons and interventions based on real student needs.**<br>• **Later, when students are tested again, schools can compare results to see how much progress has been made.** |
| 2 | **Formative Assessments** | • **Used by teachers to evaluate pupils' knowledge and understanding on a day-today basis and to tailor teaching accordingly.** |
| 3 | **Summative Assessments** | • **Enables schools to evaluate how much a pupil has learned at the end of a teaching period.**<br>• **The purpose of in-school summative assessment is to evaluate pupils' learning and progress at the end of a period of teaching.** |

## 8. Roles and Responsibilities

### 1. School Leadership Team

- Approve and monitor the implementation of the Assessment and Implementation Policy.
- Ensure that assessment practices align with the school's vision, curriculum standards, and regulatory requirements.
- Provide adequate resources, training, and support for effective assessment practices.
- Review assessment data and use findings to drive school improvement initiatives.

## 2. Assessment Department

- Develop and oversee the annual assessment calendar and examination schedules.
- Coordinate the planning, administration, moderation, and reporting of assessments.
- Ensure consistency, fairness, and standardization of assessment practices across all year groups and subjects.
- Monitor compliance with assessment procedures and maintain assessment records and documentation.
- Prepare, verify, and coordinate the generation of report cards and result reports.
- Analyse assessment data and provide recommendations for academic improvement and intervention strategies.

## 3. Heads of Department (HODs)

- Plan and monitor subject-specific assessment practices in accordance with the policy.
- Guide teachers in designing valid, reliable, and curriculum-aligned assessments.
- Ensure timely paper setting, moderation, correction, and mark submission.
- Monitor the quality and consistency of assessments and provide necessary support to teachers.
- Review assessment data and implement strategies to improve student achievement within their departments.

## 4. Year Incharges

- Coordinate assessment-related activities within their year groups.
- Monitor adherence to assessment timelines and procedures.
- Facilitate communication between class teachers, subject teachers, and the Assessment Department.
- Ensure the accuracy and completeness of assessment documentation and consolidated records before submission.
- Support the implementation of intervention strategies based on assessment outcomes.

## 5. Subject Teachers

- Plan and conduct assessments that are aligned with learning objectives and curriculum standards.
- Use a variety of assessment methods to measure student learning and progress.
- Prepare assessment materials, marking schemes, and rubrics where applicable.
- Correct and moderate assessment tasks accurately and within stipulated timelines.
- Maintain accurate records of student performance and submit marks promptly.
- Provide constructive feedback and implement appropriate intervention and enrichment

strategies.

### 6. Class Teachers

- Monitor and maintain records of students' overall academic progress.
- Coordinate with subject teachers regarding student performance and assessment-related concerns.
- Verify assessment records and report cards for their respective classes.
- Communicate student progress and assessment outcomes to parents and guardians.
- Support students who require academic intervention and follow-up.

### 7. Students

- Participate honestly and responsibly in all assessment activities.
- Complete assessments and assignments within the prescribed timelines.
- Use feedback constructively to improve learning and academic performance.
- Adhere to examination rules and maintain academic integrity.

### 8. Parents/Guardians

- Monitor their child's academic progress and support learning at home.
- Review assessment reports and communicate with the school regarding academic concerns.
- Encourage regular attendance, preparation, and responsible study habits.
- Collaborate with teachers and the school to support student achievement and well-being.

All stakeholders share collective responsibility for ensuring that assessment practices are implemented effectively, fairly, and consistently to enhance student learning and achievement.

## 9. External assessments Overview

| S. No. | Name of the Test | Applicable For | Subjects Covered | Held During |
|---|---|---|---|---|
| 1 | CAT 4 | Year 4 & Year 6 | English, Maths and Science | Term 1 (October/November) Every Year |
| 2 | Arabic IBT | Year 4 to Year 7 | Arabic | Term 1 (November) Every Year |

| S. No. | Name of the Test | Applicable For | Subjects Covered | Held During |
|---|---|---|---|---|
| 3 | NGRT | Year 4 to Year 7 | English | Term 1(October) Every Year |
| 4 | OISA | Year 6 | English, Maths and Science | Term 3 (April) Every Year(Tentative) |
| 5 | PT Series | Year 4 to Year 7 | English, Maths and Science | Term 3 (May) Every Year |
| 6 | TIMSS | Year 5 | Maths and Science | Term 2 - Once in four years |
| 7 | PIRLS | Year 5 | English | Term 2 - Once in four years |

## 9.1 Objectives of external assessments

The objectives of external assessment are to:

- Measure student achievement against nationally and internationally recognised standards and benchmarks.
- Evaluate the effectiveness of the school's curriculum delivery and teaching practices.
- Provide reliable and objective data on students' knowledge, skills, and competencies.
- Identify students' strengths and areas requiring improvement to support targeted interventions and enrichment programs.
- Enable benchmarking of student performance against peers at local, national, and international levels.
- Monitor trends in student achievement and inform strategic planning and school improvement initiatives.
- Ensure accountability and maintain high standards of teaching, learning, and assessment practices.
- Support evidence-based decision-making by school leaders, teachers, and other stakeholders.
- Prepare students for higher education and future assessments by developing examination skills and resilience.
- Promote continuous improvement in educational outcomes through analysis and effective

use of assessment data.

- Facilitate compliance with regulatory and accreditation requirements and provide evidence of the school's academic performance.
- Encourage collaboration among teachers and school leaders in reviewing external assessment results and implementing improvement strategies.

### 9.2 Administration of external assessments

- All external examinations must be conducted under standardized conditions as per provider guidelines.
- Tests must be supervised by trained invigilators.
- ICT and technical support must be in place for online assessments.
- Students requiring access arrangements (SEN/EAL) must be provided with reasonable accommodations.
- Security of test materials must be maintained at all times.

## 10. Data analysis and reporting

The school is committed to the systematic analysis and reporting of assessment data obtained from both internal and external assessments to improve teaching, learning, and student outcomes.

### Internal Assessments

- Assessment data from formative, summative, unit tests, periodic tests, and examinations shall be collected, recorded, and analyzed systematically.
- Teachers shall analyze student performance to identify strengths, learning gaps, and areas requiring intervention or enrichment.
- Heads of Department and Year Incharges shall review assessment outcomes and monitor trends in achievement across classes and year groups.
- Assessment findings shall be used to inform instructional planning, differentiation strategies, remedial programs, and curriculum adjustments.
- Consolidated results and performance reports shall be maintained accurately and submitted according to established timelines.
- Student progress and achievement shall be communicated to parents through report cards, progress reports, parent meetings, and other official communication channels.

### External Assessments

- Data from external assessments, including national and international benchmark assessments, shall be analyzed to evaluate student performance against external standards and expectations.

- The school shall compare external assessment outcomes with internal assessment data to identify trends, strengths, and areas for improvement.
- Assessment findings shall be used to review curriculum implementation, teaching practices, and intervention programs.
- Performance reports and benchmarking data shall be shared with school leadership, departments, teachers, and relevant stakeholders to support informed decision-making.
- Action plans shall be developed and implemented based on external assessment outcomes to improve student achievement and overall school performance.

## 10.1 Reporting and use of data

- All assessment data shall be maintained securely and treated confidentially in accordance with school policies and data protection requirements.
- Assessment reports shall be accurate, timely, and accessible to relevant stakeholders.
- Data analysis shall form an integral part of the school's continuous improvement process and shall guide strategic planning, resource allocation, professional development, and academic interventions.
- Periodic reviews of assessment data shall be conducted to monitor progress, evaluate the effectiveness of implemented strategies, and ensure continuous improvement in student learning outcomes.

## 10.2. Data Protection

The school is committed to ensuring the confidentiality, integrity, and security of all assessment-related data and records. All stakeholders involved in assessment processes shall handle student information responsibly and in accordance with applicable data protection requirements and school policies.

## 10.3. Data Protection Guidelines

- All assessment records, examination papers, mark sheets, report cards, and student performance data shall be treated as confidential documents.
- Access to assessment data shall be restricted to authorized personnel, including school leadership, the Assessment Department, Heads of Department, Year Incharges, and relevant teaching staff.
- Assessment records, both in physical and electronic formats, shall be stored securely and protected from unauthorized access, alteration, loss, or disclosure.
- Digital assessment data shall be maintained using secure systems and password-protected platforms with appropriate access controls.
- Teachers and staff shall ensure the accuracy of assessment records and report any discrepancies immediately to the concerned authorities.

- Assessment documents shall not be shared, copied, or distributed without prior authorization from the school administration.
- Student assessment information shall be disclosed only to authorised individuals, including parents or guardians and relevant educational authorities, as required.
- Staff members shall maintain confidentiality during paper setting, examination administration, correction, moderation, mark entry, and report card preparation processes.
- Assessment data shall be retained, archived, and disposed of in accordance with the school's record-retention procedures and regulatory requirements.
- Any breach of confidentiality, data loss, or unauthorized disclosure of assessment information shall be reported immediately to the school leadership for appropriate investigation and corrective action.

The school recognizes data protection as a shared responsibility and expects all staff members to exercise professional judgment and maintain the highest standards of confidentiality and security in handling assessment-related information.

## 11. Policy Review and Monitoring

The School Assessment and Implementation Policy should be monitored regularly to ensure its effective implementation, relevance, and alignment with the school's vision, curriculum requirements, and regulatory expectations.

### Monitoring

- The School Leadership Team and Assessment Department shall oversee the implementation of this policy and ensure compliance across all year groups and subjects.
- Heads of Department and Year Incharges shall monitor adherence to assessment procedures, timelines, and reporting requirements within their respective departments and year groups.
- Regular reviews of assessment practices, examination processes, moderation procedures, and assessment records shall be conducted to ensure consistency, fairness, and accuracy.
- Assessment data and performance outcomes shall be analysed periodically to evaluate the effectiveness of teaching and learning practices and identify areas for improvement.
- Feedback from teachers, students, parents, and other stakeholders may be considered to strengthen assessment processes and practices.
- Any non-compliance, discrepancies, or concerns identified during monitoring shall be addressed promptly through appropriate corrective and support measures.

### Policy Review

- This policy shall be formally reviewed annually or earlier if required due to changes in educational regulations, curriculum requirements, accreditation standards, or school

priorities.

- The review process shall consider assessment outcomes, monitoring findings, stakeholder feedback, and recommendations for improvement.
- Amendments and updates to the policy shall be approved by the School Leadership Team and communicated to all stakeholders.
- Following each review, relevant staff members shall be informed of any changes and provided with appropriate guidance and support to ensure effective implementation.

The continuous review and monitoring of this policy aim to ensure that assessment practices remain fair, consistent, effective, and responsive to the evolving educational needs of the school community.

# 12. Appendix

## APPENDIX 1

### Internal Assessment Weightage Template

| Assessment Component | Suggested Weightage |
|---|---|
| Class Test | 20% |
| Assignments | 10% |
| Projects | 10% |
| Oral Assessment | 10% |
| Term Examination | 50% |
| **Total** | **100%** |

*(Weightages may be modified by the school according to Ministry and school requirements.)*

## APPENDIX 2

### Examination Procedures Checklist

### Before the Examination

- Examination timetable published.
- Question papers moderated and approved.
- Seating plans prepared.
- Invigilation duties assigned.
- Examination materials printed and secured.

### During the Examination

- Student attendance recorded.
- Examination regulations communicated.
- Invigilation procedures followed.
- Cases of malpractice documented and reported.

### After the Examination

- Scripts collected and counted.
- Papers corrected and moderated.

- Marks entered and verified.
- Results analyzed and reported.

## APPENDIX 3

### Assessment Roles and Timelines

| Activity | Responsible Person | Timeline |
|---|---|---|
| Assessment Planning | Subject Teacher/HOD | Beginning of Term |
| Paper Setting | Subject Teacher | As per Calendar |
| Moderation | HOD | Before Examination |
| Correction and Mark Entry | Subject Teacher | Within 3 Working Days |
| Verification and Rechecking | Class Teacher/HOD | Within 2 Working Days |
| Report Card Preparation | Assessment Department | As per Reporting Schedule |
| Parent Communication | Class Teacher | After Result Declaration |

## 13. Acknowledgement and Approval

| **School Principal** | **Board of Governors / SPEA Representative** |
|---|---|
| Signature: _____ | Signature: _____ |
| Name: _____ | Name: _____ |
| Date: _____ | Date: _____ |

**Student Acceptable Use Agreement**

*Happy Home English School — Academic Year 2026-2027*

I, the undersigned student, confirm that I have read, understood, and agree to comply with the Happy Home English School Assessment and Reporting Policy.

| **Student** | **Parent / Guardian** |
|---|---|
| Full Name: _____ | Full Name: _____ |
| Class / Year: _____ | Relationship: _____ |
| Signature: _____ | Signature: _____ |
| Date: _____ | Date: _____ |

The school reserves the right to take the measures it deems appropriate in accordance with SPEA regulations and UAE law against those who violate this policy.