ASSESSMENT POLICY
(2025 – 2026)

POLICY INFORMATION	
Policy Name:	Assessment
Policy Code:	TL-01-V2-2026
Department:	Teaching and Learning
Approved By:	Principal
Issued for:	School Community
Publishing Date:	January, 2026
Next Review Date:	August, 2026
Related Policies:	- Teaching and Learning Policy - Curriculum Policy

Approved by:

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Introduction

In line with the School's Vision Statement, of preparing a distinguished, loyal generation open to the world in an inclusive environment that strengthens identity and fosters tolerance, Al Yahar Private School consistently adopts the highest standards of teaching and assessment to facilitate excellent progress in learning for all students. Al Yahar Private School provides two different curriculums; MOE and US curriculum. So assessment practices adhere to the following Legislation and Guidance;

- UAE's National Agenda Parameters.
- ADEK Assessment policy
- American curriculum Assessment Requirements

Purpose of the policy

Our school assessment policy is designed to support and enhance the learning journey of every student. By providing a structured and transparent framework, the policy ensures that assessments are meaningful, fair, and aligned with the school's educational objectives. It emphasizes the importance of evaluating student progress through a variety of methods, fostering an environment of growth and achievement. The policy also aims to provide constructive feedback that guides both students and teachers in identifying strengths and addressing areas for improvement. Through this commitment, we strive to create an inclusive and supportive approach to academic evaluation. Assessment policy aims to establish and evaluate the school-wide systems and processes to

- Design and implement consistent, coherent and valid assessment.
- Analyze assessment data to inform curriculum and teaching learning.
- Monitor student-learning outcomes to provide necessary interventions.
- Report detailed student outcomes to all stakeholders

Our Commitment

Our school is committed to maintaining a fair, transparent, and effective assessment policy that supports student learning and development. We believe that assessments are essential for measuring progress, identifying strengths, and addressing areas for improvement. Through a combination of formative and summative assessments, we ensure that students receive constructive feedback to enhance their academic growth. Our approach fosters an inclusive and supportive environment, where evaluations are designed to be meaningful, equitable, and aligned with educational best practices. By upholding high standards in assessment, we aim to empower students to reach their full potential. At YPS we adhere to:

- Identify students' prior knowledge.
- Establish learning goals.
- Provide information on students' learning.
- Identify students' strengths and areas of development.
- Promote self- reflective students.
- Inform teaching and learning to meet the individual needs of students.
- Feed forward into curriculum planning and design.
- Provide feedback on students' attainment and progress to parents and other stakeholders.

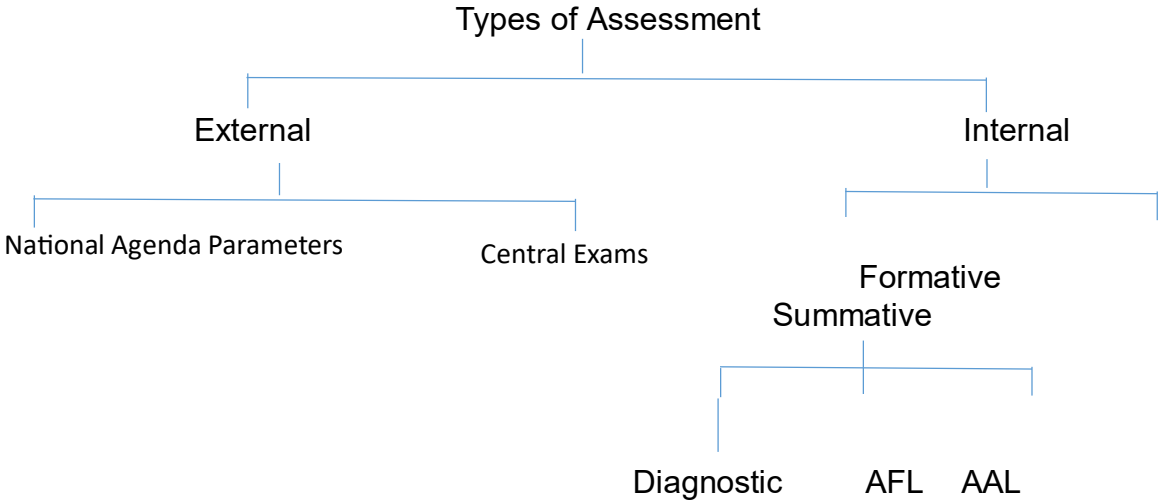
Our Strategy

At Al Yahar Private School we believe that assessments should be:

- Tools that enhance the learning of students in:
  - ✓ Content and subject specific skills
  - ✓ 21st century skills
  - ✓ Personal social emotional learning Valid, reliable, fair and transparent.
- Continuous and comprehensive.
- Designed to meet the individual needs of students.

Types of Assessment

The chart below provides an overview of the Types of Assessments held at TMS:



AOL **External Assessments:**

At YPS, the National Agenda Parameters (NAP) of the UAE, students undertake the following assessments:

 Under NAP

- TIMSS
- PISA
- PIRLS

Internal Assessments:

The purpose, frequency, strategy and tools of the internal assessments held at YPS provided in the table given below:

	Purpose	**Frequency**	**Strategy**	**Tools**
Diagnostic tests	Helps both teachers and students to understand the current level of learning	At the beginning of each Term At the beginning of each unit/ topic as a pre- test	Teachers at the same Grade level design an objective and/or subjective question paper that provide them an insight into the preparedness and prior knowledge of the student.	Pen paper test Digital tools

Assessment for Learning (AFL)	Assess content, subject specific skills and 21st century skills of students. Inform students of their progress during a unit of study. Empower students to take the necessary action to improve their performance. Create learning opportunities where students can progress at their own pace and undertake consolidation activities where necessary. Allow teachers to understand students' learning and take necessary steps to inform teaching and learning.	Continuous during classroom instruction	Subject teachers, at the grade level: • Define and communicate the learning objectives and success criteria. • Create tasks collectively to meet the purpose of AFL. • Analyze data from AFL to inform teaching and learning. • Plan opportunities for students to use the feedback to enhance learning.	Objective tests Subjective tests PBL Collaborative tasks Individual tasks Notebook work Assignments

Assessment as Learning (AAL)	Help learners reflect on their areas of strength and development during a unit of study. Help learners to develop metacognitive processes. Learners to assume responsibility for their own learning and set future goals.	Continuous during classroom instruction	Subject teachers, at the Grade level: • Model and teach the skills of self-assessment as per a given rubric. • Guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking. • Monitor students' Meta cognitive skills as well as their learning and provide descriptive feedback.	• Self-assessed tasks • Peer assessed work • Teacher Assessment
Assessment of Learning (AOL)	Validate each learner's progress towards defined standards of achievement. Hold learners accountable to the highest levels of application. Prompt students to action and communicate learning to Parents.	End of Topic/ unit tests designed as post-test. End of every term; held twice a year.	Teachers, at the same Grade level: • Design question papers at the appropriate level of challenge. • Moderate the marking scheme for accuracy and consistency.	Paper-Based Electronic- Based

Using Assessment Data

YPS created an assessment system that includes students' assessment data students' attainment and progress in formative and summative exams. The system includes our students performance in

standardize benchmark exams as IBT and MAP and international exams as well like TIMSS,PISA,PIRLS. The system includes students' profile that indicates the students' history.

Assessment type	Use of Data
External assessments	• Differentiate instruction based on skills. • Set academic goals • Inform teaching and learning • Personalize instruction to cater to student specific skills • Plan interventional strategies to support learning • Curriculum Modification
Assessment of learning	• Plan instruction and assessment that are differentiated and personalized • Work with students to set appropriate learning goals • Monitor students' progress towards achieving overall and specific expectations • Provide timely and specific descriptive feedback to students (what they are doing well, what needs improvement and how to improve) • Differentiate instruction and assessment in response to student needs • Provide descriptive feedback to parents about student learning and ideas for support.
Assessment as learning	• Provide descriptive feedback to other students (peer assessment) • Monitor their own progress towards achieving their learning goals (self-assessment) Make adjustments in their learning approaches. • Reflect on their learning. • Set individual goals for learning.
Assessment for learning	• Summarize learning at a given point in time. • Make judgments about the quality of student learning based on established criteria. • Communicate information about achievement to students, parents and other stake holders • Plan reinforcement classes and interventional strategies at the department levels. • Review the vertical escalation of the curriculum for the subjects. • Modify strategies in planning and developing the curriculum.

We believe that using assessment data is a vital component of the heducational process, as it helps inform teaching strategies, monitor student progress, and improve learning outcomes. By analyzing this data, educators can identify strengths, address areas that need improvement, and tailor instruction to meet the diverse needs of students. Additionally, assessment data provides us with valuable insights for setting academic goals, tracking achievements, and fostering a culture of continuous growth and development. Through thoughtful and purposeful use of this information, we can ensure a more personalized and impactful educational experience for every student. The school provide support stations for low attainders during the zero period. At YPS, we use assessment data as shown below:

Reporting Assessment Data

At YPS, we ensure that parents are well-informed about their child's academic progress, strengths, and areas for improvement. Reporting students' assessment data to parents is a fundamental aspect of fostering collaboration between families and the school. By sharing this data regularly and transparently, the school empowers parents to actively engage in their child's educational journey. This open communication creates a supportive partnership, enabling both educators and parents to work together in guiding students toward achieving their full potential. We report assessment outcomes to parents, both formally and informally. Results communicated clearly, accurately, timely and meaningfully. The following forms of reporting undertaken by the school:

For kindergarten department: we provide parents with termly descriptive reports. These repots include studies academic, social and personal improvement.

For students from grade 1 to 12, YPS share students' performance reports .These reports provide parents with a clear image about their children progress against the approved curriculum standards.

Roles and Resposibilities

The following are the roles and responsibilities of various stakeholders:

Teachers

All teachers at YPS are adhering to:

- Adopt a range of methods and tools to ensure that students' learning and progress in lessons, over a unit of study, term and academic year assessed accurately.
- Design formative assessment tasks that develop and assess subject specific skills, content, 21st century skills and personal social emotional development.
- Share rubrics prior to students undertaking tasks with expectations clearly stated.
- Use assessments to build student confidence, motivation and self-esteem towards academic learning.
- Mark students' work with diagnostic comments, where appropriate.
- Encourage students to take responsibility for their own learning through self/peer assessment.
- Encourage students to analyse their assessment data to set goals, understand their areas of strength and development, next steps towards learning.
- Use assessment data to inform teaching learning, provide additional support where needed by students who are at risk of underachieving.
- Design appropriate assessment of learning based on curriculum standards to measure student attainment.
- Share accurate marking schemes for AoLs enabling students to understand their errors.
- Track student attainment and progress.
- Analyze data from internal and external assessments to inform curriculum modification and planning.
- Report assessment outcomes and provide feedback to students and parents.

Head of Departments

At our school, all Heads of departments are working collaboratively with teachers to::

- Demonstrate, to the teachers, effective conduct of formative assessments in their classes.
- Suggest and help design, wherever necessary, tasks to assess subject specific skills, content, 21st century skills and personal social emotional development in the learners.
- Suggest modifications in tasks as per the need, as the term progresses, to plug in the gaps in learning at the grade levels.
- Encourage regular feedback from teachers and review assessment tasks wherever required.
- Assist teachers to analyse their assessment data and plan interventional strategies.
- Use assessment data to plan the next steps in the teaching-learning process, guide and provide additional support where needed, to teachers in this regard.
- Analyze the results from the external examinations and use this data to work on the department development plan.
- Analyze data from internal and external assessments to inform curriculum planning.

Role of Students

Our students are fully aware of their attainment and progress in all score subjects as their teachers consistently provide constructive feedback and feed forward that help improving their learning. Our students can:

- Understand the assessment rubric and participate actively in assessment opportunities in lessons.
- Take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers.
- Support other students constructively when involved in peer assessment.
- Be respectful and responsible with peer feedback.
- Engage in self-reflection and regularly review their learning journey.
- Set their learning goals and strive to become independent learners.
- Actively participate in all activities to promote their emotional, social and personal well-being.

Role of Parents

We at YPS believe that parents play a vital role in the assessment policy by actively engaging in their child's academic progress and development. Their involvement helps create a collaborative partnership between the school and home, ensuring that students receive the support they need to thrive. Through regular communication and feedback on assessment data, parents can contribute to identifying areas for improvement, celebrating achievements, and setting realistic goals for their child. By working closely with educators, parents help reinforce learning strategies, foster motivation, and create a positive environment that supports continuous growth and success.

Our students' parents are able to:

- Ensure that their ward is regular and punctual and do not miss the instructional class or assessments.
- Understand the assessment rubric and help their wards to set the learning goals.
- Regularly communicate with the faculty to understand the student's learning journey based on the results of internal and external examination.
- Monitor the student's academic activity at home and help promote his independent learning skills.
- Support and motivate their ward and engage in meaningful conversations to promote the personal well-being of the student.
- Know the interventions planned by the teacher for specific subject support.
- Work collaboratively with the teacher to ensure academic progress of the student. Ensure that the student develops on his independent learning skills.

References

ADEK Policy on Assessment
ADEK_S_Assessment-Policy_EN.pdf

ADEk Assessment Platform
ADEK'S AI Assessment Platform MoE
Assessment Policy
ese.gov.ae/En/MediaCenter/Documents/EN/Assessment Policy Guide and Exams Academic Year 20022-2023 V2-30-9-2022-3.pdf