



<b>Policy:</b>	<b>Assessment, Moderation, &amp; Reporting Policy</b>
<b>Date Published:</b>	August 2025
<b>Evaluation &amp; Review:</b>	Academic Year 2025-2026
<b>Rationale:</b>	<p>At Excellence Global School - Al Dhannah we are committed to providing the highest quality of education.</p> <p>Assessment, moderating, monitoring, tracking and reporting are part of the teaching and learning process. They provide feedback, show progress, attainment and inform teaching.</p> <p>Assessment is crucial in determining the attainment of a student for placement or the modification of a learning program.</p> <p>The purpose of moderation at Excellence Global School is to verify that assessment is fair, valid, reliable, consistent and practicable. Moderation assists in evaluating the performance of the learner assessment process with a view to providing appropriate and necessary support, advice and guidance.</p> <p>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.</p>

## 1. Roles and Responsibility

### 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 to gain support and guidance, allowing them to take the next steps on their learning journey.



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- 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 year 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.

**Parent should:**

- Provide an effective learning environment at home where their child feels secure and supported.



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- 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.

**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.

**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 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.



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**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 helping them support their child's learning.

**2.1. Assessments**

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

**A. Internal**

**a. FS2 & Year 1:**

- Screening
- Reception baseline
- Phonic Screening at the end of KG-2
- Oxford Reading Tree -Running Records

**b. Year 2-6:**

- Baseline assessments
- Curriculum based Standardized Assessments supported by rubrics
- Progress in Reading Assessments based on reading levels
- Oxford Reading Tree -Running Records

**B. International & National**

- TIMSS Year 5
- PIRLS Year 5

**C. International Benchmarking**

- |                                |              |
|--------------------------------|--------------|
| a. Cambridge Progression Tests | Year 3-6     |
| b. GL Progression Test         | Years 4 to 6 |



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

### 1. Formative Assessment

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

(Annex 1 for details)

### 2. Summative Assessment

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
- End of term assessments
- End of year assessments
- External Assessments - Cambridge IGCSE, AS & A Level
- Benchmarking Assessments - Cambridge Progression tests & Checkpoint exams, GL Progression test.

(Annex 2 for details)



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## 2.2. Phase Specific Assessments

### A. FS 2 - Year 1

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 identifies 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?	When?
Screening for FS 1	Reception on entry	September
Reception baseline	FS1	
FS 2 (Progression Assessment)	FS2	
Phonic Screening	FS3	

### B. Year 2-6

In all subject areas assessments are conducted on a continuous basis as the teaching and learning progresses. Progress and Attainment is tracked using the following curriculum standards.

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 identifies 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.

Heads of Department create Assessment Maps to communicate the details of assessments (titles, types, weightings, dates and references to text books).



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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.

### 2.3. Progress

Progress is tracked after each assessment cycle against end of year target years. These are set using baseline assessments and 2016/17 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 year); at expected progress (working at or two sub-year above the target year); above expected progress (one full year 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.

#### A. Assessment Outline for Excellence Global School

year	Term 1		Term 2		Term 3	
	C/A	Exam	C/A	Exam	C/A	Exam
EYFSF - Yr. 1	100%	-	100%	-	100%	-
2-3	80%	20%	80%	20%	80%	20%
4-5	55%	45%	55%	45%	55%	45%
6	50%	50%	50%	50%	50%	50%

### 3. Moderation

#### 3.1. Rationale

The purpose of moderation at Excellence Global School is to verify that assessment is fair, valid, reliable, consistent and practicable. Moderation assists in evaluating



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the performance of the 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.

### 3.2. **Expected Outcome**

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 Excellence Global 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.

### 3.3. **Principles & Practice**

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

At Excellence Global 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

### 3.4. **Pre-Assessment Moderation**

#### A. **Design of Assessments**

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

- Compatibility of assessments with learning outcomes aligned to BLOOM'S Taxonomy.



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- 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 the 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 Excellence Global School the *question paper design stage* is strictly based on a set of rules.

(See the Attachment - EGS Pre-Assessment Moderation Guide)

### 3.5. Post-Assessment Moderation Guide

#### A. 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 the 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.

## **B. Timeline for Moderation**

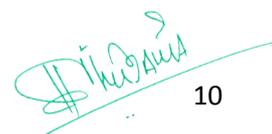
Moderation is part of the normal marking process (i.e., before the marks are returned to the students, i.e. within the 20 working days turnaround time).

### **a. 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 year 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.

### **b. Paperwork Involved**

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

**c. 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.

**C. Post-Assessment Moderation Sample**

**4. 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 students statement and their current areas in which they need to improve. This plan is set and reviewed termly. IEP's will be written and shared with students whenever possible so they are aware of their targets.

**At EGS Students take responsibility of accelerating their progress through:**

**A. 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





## **B. 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 EGS 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 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 EGS 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 EGS 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.



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- 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 EGS 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 EGS 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.

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