



دار المعرفة
dar al marefa

Dar Al Marefa

Assessment Policy

2025/2026

Reviewed: 03/07/2025



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Assessment Policy

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Reviewed by: Teacher Representative Review Committee, and SLT.

Principal Sign Off

Steven Giles

School Principal



Contents

1. Our Vision	4
2. Our Mission	4
3. Rationale	4
4. Assessment Philosophy	4
5. Roles and Responsibilities in Assessment.....	5
6. Types of Assessment	10
7. Feedback at Dar Al Marefa	13
8. Recording of Assessment.....	15
9. Reporting	16
10. Standardization of Assessment.....	18
11. Inclusion	19
12. Academic Integrity.....	19
13. Assessment Analysis.....	19
14. Assessment of Attainment & Progress	19
15. References	22
16. Links	22

1. Our Vision

Our vision is to create a community that fosters lifelong learning, is rooted in its values and beliefs, is open minded, tolerant and appreciates diversity. Our graduates are principled and courageous individuals, ready to contribute to a more just and peaceful world.

2. Our Mission

Our mission is to build a consistent, challenging and safe learning environment that supports each child in exploring their capabilities, encourages them to respect other cultures, and embrace the world with open-mindedness, tolerance, and confidence.

3. Rationale

The assessment, feedback, and marking policy is rooted in promoting effective learning and providing students with meaningful feedback to support their academic growth.

The school aims to create an environment that fosters students' development, encourages critical thinking, and ensures fair and consistent evaluation.

4. Assessment Philosophy

Dar al Marefa is an authorised IB World school, offering the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the IB Diploma Programme (IBDP). Our approach to assessment reflects the philosophy and objectives of these programmes. Assessment is the process of gathering and analysing information about continual progress in student performance. It is seen as an integral tool that drives teaching and learning at our school. Assessment helps to identify what students know, understand, can do, and feel at various stages in the learning process. The fundamental purpose of assessment and feedback is to help students improve their learning, teachers to improve their teaching, and parents to understand their child's progress.

The purpose of Dar Al Marefa assessments is to:

- Identify prior knowledge.
- Promote and consolidate student learning.
- Provide information about student learning.
- Promote self-reflection and goal setting.
- Reflect on student growth and development.
- Identify strengths and areas for development, informing teachers' future planning.
- Differentiate instruction to meet the individual learning needs of all students.
- Contribute to the successful implementation of the programme.
- Evaluate the curriculum (and inform about necessary changes).
- Provide an artificial experience for future external assessments; or
- Provide specific information and relevant feedback to students, parents and teachers.

Assessment should support teaching and learning by identifying what students already know and can do and how they might move to the next level. Assessment, therefore, should be integral in all lessons and must be ongoing.

- **For students:** the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
- **For teachers:** assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.
- **For other staff and school leaders:** assessment information will inform you of the current and potential student outcomes and the efficacy of the learning programme
- **For parents:** assessment information will both inform them of their child's attainment and allow them to understand how their child may maximize achievement.

5. Roles and Responsibilities in Assessment

All stakeholders play an active role in student assessment to support learners in maximizing their achievement.

The Role of Senior Leaders in Assessment

Senior Leaders aim to use assessment procedures and processes to drive whole school improvement by:

- Monitoring practice in assessment and taking appropriate actions to ensure alignment with IB assessment philosophy.
- Using assessment information when planning training and CPD.
- Ensuring Assessment is integral in teaching and learning practices.
- Helping teachers make well-founded judgements about students' attainment and progress.
- Ensuring that all teachers know what is expected of them in assessing students.
- Monitoring that formative assessment is a key factor in planning teaching and learning.
- Monitoring the accuracy of data provided to parents about their child's attainment and progress.
- Tracking the attainment and progress of individual students and groups of students over time.
- Monitoring practice in assessment and taking appropriate actions.
- Ensure alignment with KHDA's National Agenda Parameters, including incorporating data from benchmarking assessments (e.g., NGRT, ABT, GL, CAT4) into strategic planning and school self-evaluation.
- Comparing the progress made by different groups of students to ensure that no group is disadvantaged.
- Ensuring that there is enough flexibility in assessment expectations so that individual teams can adopt processes that are most conducive to progress in their subject/area.
- Ensuring students are supported in making informed curriculum choices.
- Using assessment and monitoring to ensure that the curriculum meets the needs of students.

- Monitoring the role of Middle Leaders in ensuring good practice in assessment is consistent across all lessons.
- Ensuring that any pedagogical developments in assessment practice are implemented where appropriate.
- Outline a transparent procedure for students and parents to appeal assessment decisions.
- Include timelines for appeal submission, review, and communication of outcomes.

The Role of Middle Leaders in Assessment (Heads of Department and subject leaders)

With the support of Senior School Leaders, the Middle Leaders will:

- Ensure that their team understands the assessment requirements for their subject/area as well as the different ways in which teachers can assess students' progress.
- Periodically monitor the assessment of students' work in their subject/area through work scrutiny, lesson observation or otherwise.
- Ensure assessment informs knowledge of student progress and raise any concerns with Senior Leaders as appropriate.
- Ensure that all schemes of work allow for formative assessment to become an integral part of teaching and learning.
- Ensure that the curriculum plan allows for formal assessment of progress to be timed appropriately so that data collections accurately and reliably reflect current attainment.
- Ensure all teachers are involved in the moderation of work of other students so that consistent practice in assessment is maximized.
- Use assessment of information in liaison with Senior Leaders where appropriate, to plan for or arrange intervention strategies.

The Role of Teachers in Assessment

All teachers should:

- Ensure students have been previously taught the material to be tested (does not have to have been this academic year).
- Ensure the use of IB subject-specific command terms in assessment tasks and feedback to promote familiarity with MYP/DP terminology.
- Give students 2 weeks' notice prior to any assessment in the MYP/DP section a shared assessment calendar is published at the beginning of each term on ManageBac. Each teacher is allocated specific assessment dates in advance, as outlined by the coordinator, who creates and oversees the pre-planned calendar.
- Provide revision material to help students prepare.
- Encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary.
- List assessments deadlines on Managebac, including date, time and objectives that will be covered.
- Enable Dropbox and Turnitin for any assessment that requires submission of a document.

- Remind students of Academic Integrity rules when the assessment is launched.
- Make students aware of the criteria, weighing of sections and the format of the assessment.
- Provide encouragement about a student's potential to do well.
- Provide individual support as directed by the SEND (Special Educational Needs and Disabilities) department and in line with concessions approved by the IB.
- Ensure IB exam protocols are followed in exams.
- Ensure that assessment is ongoing and is an integral part of teaching and learning.
- Monitor, document, measure, report and adjust learning consistently.
- Ensure that assessment is embedded as an integral part of teaching and learning.
- Integrate ATL skills in assessment through a variety of tasks and projects
- Adopt a range of methods to ensure that they can assess the progress of all students accurately.
- Encourage students to actively engage in formative assessment.
- Identify what students know, understand, can do and value at different stages in the teaching and learning process.
- Identify areas of concern with student learning.
- Highlight student strengths and provide opportunities for extension.
- Construct remedial activities for students who are not working at the expected grade level
- Offer feedback to parents on their child's performance
- Ensure notebooks and books are marked with feedback and misconceptions are addressed during lessons.
- Ensure that students receive regular feedback on their work. Feedback should be consistent and in the form of WWW (what went well, EBI (even better if) and next steps,
- Ensure that assessment builds students' motivation, confidence, and self-esteem.
- Ensure that lessons begin with clear expectations, and students are aware of how progress will be measured.
- Ensure that all students know and understand the learning objectives of the lesson.
- Ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons.
- Reward good progress as appropriate.
- Use the expertise of the Teaching Assistant in PYP and information from Individual Education Plans (IEPs) provided by the inclusion department to inform the assessment process.
- Collaborate with the inclusion department to ensure SEN students are receiving all eligible accommodations during class assessments.
- Ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT skills in the students are embraced.
- Ensure that adequate and appropriate assessment is made of student attainment prior to completing data collections so that the information recorded is accurate and reliable.
- Adopt creative approaches to formative assessment to maximize student engagement in the assessment process.

- Share concerns or praise arising from assessment of information with the relevant homeroom teacher / inclusion department/ wellbeing advisors/ Heads of Departments and IB coordinators as seen appropriate.
- Promote digital Assessment-tools and strategies (AI).
- Teachers are also expected to reflect on the effectiveness of assessments and incorporate student feedback into future planning, in line with IB expectations for reflective practice.
- Empower student agency to make choices whenever possible in the type of assessments and on how they demonstrate their learning in ways that resonate with their strengths and interests.
- Follow the school's standardization policy to ensure accurate grading.
- Declare any conflict of interest to the MYPC or DPC at the start of the academic year.
- Provide students with a copy of their assessment with individual feedback, in line with the school Feedback Policy, within one week of the completion of the assessment.

The Role of Students in Assessment

All students should:

- Participate actively in assessment opportunities in lessons and try their best in every assessment.
- Ensure they understand and use the assessment criteria as they prepare for/ work on assessments.
- Take responsibility for understanding and acting on both written and oral feedback given by teachers.
- Set improvement targets based on teachers' feedback and use specific strategies to improve,
- Ensure that their entitlement to advice and guidance on how to improve their academic achievements is fulfilled.
- Support other students constructively when asked to be involved in peer assessment.
- Secondary: Check ManageBac regularly to organize their homework/ assessment deadlines and ensure full readiness for assessments.
- Secondary: Check the exam study material ahead of time and communicate with subject teachers for any clarifications
- Ensure academic integrity is maintained in all submitted work.
- Check the weekly newsletter for weekly updates about the school calendar.
- Practice assessment digital tools to ensure ease of access (benchmark assessments and eAssessment exams).
- Follow the IB exam protocols during assessments
- Abide by deadlines- submitting work late will result in consequences as per the school's positive behavior policy.

The Role of Parents in Assessment

All parents should:

- Attend orientation sessions with IB coordinators to learn and understand the IB assessment philosophy.
- Encourage their child to check ManageBac regularly to organize their calendar based on the school's assessment calendar.
- Support their child in acting on feedback from the teacher.
- Encourage their child to establish daily study routines to avoid feeling overwhelmed as deadlines approach.
- Discuss with their child the assessment report sent to them which includes a summary of levels/grades for each subject.
- Liaise with the specialist teachers or homeroom teacher about any concerns regarding their child's progress as identified through assessment.
- Check the weekly newsletter for weekly updates about the school calendar.
- Follow the correct appeals procedure if they feel an assessment grade is incorrect.

Further Reading

- [Assessment principles and practices–Quality assessments in a digital age Link](#)
- Diploma Programme Assessment Procedures 2025 [Link](#)
- MYP Assessment Procedures 2025

6. Types of Assessment

1. **Formative assessment (Assessment for Learning - AFL)** most of the ongoing assessment is formative in nature, meant to inform planning and instruction. Formative assessment plays an integral part in the teaching and learning cycle. It is a powerful way of raising students' achievement, based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve the aim.

We use Formative assessment to:

- Identify children's strengths and gaps in their skills/knowledge
- Enable appropriate strategies to be employed
- Facilitate the setting of appropriate targets for the class, group, and individual
- Track the child's rate of progress and identify individuals and groups for specific intervention support.
- Facilitate an evaluation of the effectiveness of teaching and learning and inform future planning

Key characteristics of Formative Assessment:

Using effective questioning techniques:

- Range of techniques in class (peer discussion before answering, trio group discussion, etc.)
- Engagement of all students in questioning.
- Quality and range of written questions
- Understanding of higher order skills to improve quality of questioning.

Using feedback strategies:

- Verbal feedback during class discussions.
- Regular formative comments on classwork. Students should recognize what they find easy and difficult; teachers can assess a students' level.

Sharing learning goals:

- Sharing long term objectives and sharing lesson objectives with students
- Agreeing on short term and long-term targets with students, including target grades/levels.

Self-assessment:

- A fundamental to the IB ethos is reflection. It is used prior to (setting goals), during (what is working?) and after (how will I do better next time?) a learning experience and is an integral part of classroom practice.

Peer assessment.

- This should be based on clear criteria and may require teacher mediation. It can be oral or written and used for presentations, draft essays, etc. and is a great way to incorporate the Learner Profile attributes Communicator, Critical Thinking and Open-mindedness.

Students Reflection:

- Students should reflect on their learning using different forms of reflection.

2. Summative Assessment (Assessment for learning)

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 Inquiry or stand-alone unit of work in any subject has a summative assessment task at the end of the unit, feedback on which is reported via unit presentation or ManagBac reporting system for parents to see. Summative assessment is also important as it provides an evaluation of a child's attainment and progress for teachers and parents. This will also inform whole school target setting and prediction of a cohort's future attainment.

Authentic Assessment using GRASPS model (Goal, Role, Audience, Situation, Product, standards) are also embedded within assessments to provide authentic tasks that assess critical thinking, problem-solving, and real-world application of knowledge.

3. Diagnostic Testing

In the first week of school, assessing students' prior knowledge and understanding to inform teachers' planning. It is based on prior learning up to and including the previous Grade and is used to diagnose the "start line" for each child. Diagnostic assessments should be used not only at the start of the year but also at key transition points (e.g., G5-G6, G10-G11) to support planning for progression and inclusion.

4. Mock Examinations

Students in grades 10 sit for two mock exams: the 1st one in January and the 2nd one in March, Students in grade 12 sit for one mock examination in December. These mock exams are intended to replicate the IB exam experience, provide students and parents with an indication of their level and teachers valuable information to inform future planning.

5. End of Term Exams

Students sit for end of term exams. These exams provide a summary of learning for every term. In June, students sit for an end of year exam.

6. International Assessments

External tests at Dar al Marefa provide a measure of student ability or potential compared to other students internationally and these include:

- IB external assessments. Grade 10 and Grade 12 students will complete elements of the MYP Certificate and Diploma respectively.
- MYP ePortfolios. In Grade 10, students, based on their options, are required to complete ePortfolios as part of the IB MYP external moderation process. These ePortfolios include documented evidence of student work aligned with the subject-specific assessment criteria.
- MYP Personal Project.

- DP Internal Assessment and Predicted Grades
All DP subjects include Internal Assessments (IA), which are assessed by the teacher and moderated externally by the IB. Teachers must follow subject-specific guidance to ensure authenticity, academic integrity, and standardization. Predicted grades must be based on clear evidence of student performance and aligned with IB grade descriptors.
- CAT4. An aptitude test that will provide a rating for Verbal, Non-Verbal, Quantitative and Spatial abilities (100 baseline) and will predict potential academic performance in academic subjects.
- GL Progress Tests for Grades 3-9 in Mathematics, Science, English Reading and Writing are used to measure attainment against students internationally
- ABT Progress Tests for Islamic and Arabic reading, grammar, spelling and vocabulary to measure attainment against students internationally. Arabic A for Grades 4-9, Arabic B for Grades 6-10.
- PISA. The OECD's Programme for International Student Assessment measures 15 years old ability in reading, mathematics and science, based on meeting real-life challenges. Testing takes place every 3 years (2015, 2018, 2022, 2025).
- TIMMS. Trends in Mathematics and Science tests Grade 4 and Grade 8 students every 4 years (2015, 2019, 2023; results are issued one year later), measuring performance against students internationally.

Assessment tools and strategies

Teachers use a wide range of assessment strategies and tools to collect information on each of the elements represented in the written curriculum: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of positive attitudes and the ability to take responsible action. We use a wide variety of assessment tools and strategies, always aiming for the tool or strategy that is most appropriate and will give us the most reliable information. We aim to give all students the opportunity to be successful and to be able to show what they know, can do and understand in a variety of ways.

Examples of these assessment tools include:

Checklists based on the IB scope & sequence documents for PYP	Continuums	ATL skills checklists and reflections
Checklists	Anecdotal comments	IB Learner profile reflections
Rubrics		

Examples of these assessment strategies include:

Observation	Selected response	Open-ended tasks
Performance	Process Journals	Portfolio assessment

7. Feedback at Dar Al Marefa

We recognize that feedback is one of the most powerful influences on learning and achievement. It should be used as part of the Growth Mindset, where students understand that they can all improve by responding to feedback. The purpose of feedback is to:

- Support students to improve the level of their work.
- Inform future teacher planning.
- clearly guide the student onto the next steps in their learning and inform the teacher when it is necessary for them to intervene (often referred to as “Next Step Feedback” or “Intervention Feedback”).

Feedback will be present in every lesson and assessment; it can take many forms such as verbal, written example, highlighting, corrections, written comment, audio file, diagram, or video.

Feedback on children’s work should focus on successes and areas of development against learning objectives and outcomes, enabling children to become reflective learners. The information gained should then feed directly into assessment and planning to create a cohesive and efficient system.

Teachers use focused feedback to assess children’s progress in relation to planned learning objectives and to identify children’s strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an appropriate age way, to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim. Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping should be flexible for teachers to effectively address the needs of children with similar gaps in learning.

All feedback will follow the principles of What Went Well (WWW) , Even Better If (EBI) and Next Steps, providing areas of praise and development for student work. Comments must be specific to the criteria and curriculum, stating exactly what a child must do to improve their level. All ATL skill references in feedback should be mapped to student development goals set during goal-setting conferences, ensuring coherence in personal growth tracking. Whilst comments like “Well done”, “Great effort” are suitable for a positive atmosphere, they do not count as specific comments for WWW, EBI and Next Steps.

- Example Feedback.” WWW: Your essay demonstrates a sound understanding of the use of metaphor in the poem. You have developed your individual points through the use of quotes from the text. EBI: Contrast the poem to another one you know about. This will develop your analysis and show your wider knowledge of the subject.” Next steps: practice rewriting the response with contrasting the poem to another one you know.

Types of Feedback

- Individual Written Feedback: This will be evident in notebooks, based on the work students complete in class.
- Individual Written Feedback on Exams and Tasks, this will be given on Managebac (note, if an assessment or Task is completed in their book, then the book can simply say “See Managebac for feedback”,
- Whole Class Feedback: This will be evident during all lessons. It will focus on 3 general areas of strength and development.
- Peer-Feedback. Students should also be trained to provide feedback to each other, following the same guidelines.
- Self-Feedback. Students can reflect on their own work against criteria and identify WWW and EBI.

Feedback expectations:

- Teachers must determine and communicate with students on which pieces of work will receive thorough evaluation or recognition.
- Books are to be marked using Pink in PYP for thinking (even better if) and Green is for great (what went well) and purple for student corrections.
- In secondary school teachers use feedback stamps with colors red/green/orange in all subjects.
- Teachers must only use the Dar Al Marefa feedback acronym
- Students must be given time to respond to the next step feedback individually, with classmates and with the teacher to ensure they reflect and understand independent learning.
- Where appropriate or necessary, verbal feedback can be given to students and when done the piece of work needs to be marked with (Verbal Feedback) VF by the teacher.
- Peer assessment should be given when appropriate. This can be done using two stars and a wish format for PYP and using the criteria for MYP and DP for consistency. It is important students are peer assessing using success criteria clear to the students and not on learning objectives as students can often make errors when peer assessing
- Timely feedback will be given on ManageBac within a week after the exam/assignment is completed. If this is not possible due to volume, a time period for the return of feedback will be given.

- Student will write a brief reflection for each task, highlighting what they learned, how they responded to the feedback, and what they plan to focus on moving forward. This reflection process will be ongoing and part of their learning journey.

8. Recording of Assessment

It is expected that each teacher maintains an Assessment for Learning (AFL) folder that should contain information on each individual student in their classes, including targets for the year/phase and SEN information. It should also include formative assessment records, standardized test results, summative unit assessment marks, and interim / end of year levels/grades.

Recording of attainment and progress

Information on student progress and attainment gathered through various methods of assessments is recorded within various systematic data tracking system (Managebac, MYP/DP Gradebooks/ Individual Learning Tracker, etc.). This allows teachers, students, parents and leaders to have a clear picture of whether individual students are progressing through experiences and outcomes at an appropriate pace. Systematic tracking of progress and attainment will then allow teachers to identify the next steps in learning and inform reporting on progress and achievement.

PYP Tracking:

Our tracking systems are formulated to give attainment levels based on students' mastery of skills and understanding. Part of the reason for their development was to ensure greater consistency in terms of assessment practices and standards. Student trackers are filled in using the following levels (for each objective):

- Red (1-2) - Student is **Emerging** in this learning phase/ concept and cannot do it without a high level of support.
- Yellow (3) - Student is **Developing** in this learning phase/ concept and needs a low level of support.
- Green (4) - Student is **Secure** in the learning phase / concept and can do it independently.
- Blue (5-6) - Student has **Mastered** this learning phase/ concept and can apply it in multiple contexts

The judgment on outcomes is quality assured several times throughout the year through grade/department-wide moderation (i.e., talk about outcomes, showing evidence of students being a 1/2/3/4 for an outcome, etc.). Data is also extracted from the individual trackers before moderation; this data is then used to guide discussions in moderation. The student trackers are seen as a living document, with teachers expected to update their trackers periodically or at a minimum **at the end of each term**. As students make progress in particular objectives, this is updated in the trackers. This progress is reflected in the overall attainment levels.

MYP/DP Tracking:

Teachers use the MYP and DP criteria to mark assessments. In MYP teachers use the best fit approach to determine the final level of achievement for a criterion based on the student assessment record.

Teachers use the data sheets and gradebooks to track student progress and ensure the needed support is given to reach the minimum requirements for success.

9. Reporting

PYP

The Dar Al Marefa Primary School follows the following reporting cycle throughout each school year: There are three reporting points (RPs) in an academic year at Dar Al Marefa.

PYP School Report Timelines:

PYP Unit of	Reporting Method	Time frame
1	Parent Teacher Conference	October
2	1st term report	December
3	Parent Teacher Conference	February
4	2 nd Term report	March
5	PYP Exhibition	May
6	3 rd term report	June

PYP Student Portfolios

Each student at DAR AL MAREFA has a student portfolio using an online platform called Seesaw. The portfolio will contain transdisciplinary work that reflects the development of the 5 essential elements of the PYP (knowledge, skills, attitudes, concepts and action) as well as the Learner Profile. Our portfolios are records of student involvement in learning which are designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. The portfolios provide a picture of each student's progress and development over a period of time.

Parent Teacher Conferences

The parent-teacher conferences are a meeting between the teacher and the parent to discuss their child's progress and attainment in the first term. The conference is based on the term 1 report card and an opportunity for parents to ask specific questions regarding the report card levels and comments.

Grade 5 PYP Exhibition

In the final year of the PYP, students carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesize all of the essential elements of the PYP in ways that can be shared with the whole school community.

- The exhibition provides teachers with a powerful and authentic process for assessing student understanding.
- The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP.
- The exhibition provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

PYP Written Reports

DAR AL MAREFA provides termly written reports to parents. These are fully descriptive written reports on each subject area. All are published online on the Managebac Parent Portal. In our reports we use a 1-7 scale (below) to report on most subject areas; for some areas we use qualitative terminology such as emerging/expected/exceeding. In addition to this, teachers also provide general comments/feedback on your child's development. Students receiving learning support will also receive narrative feedback on progress and attainment within these reports.

GRADE	DESCRIPTORS
7	Well above
6	Performing above
5	Mastery of expectations
4	Meeting expectations
3	Developing expectations
2	Below expectations
1	Unable to reach yet

MYP and DP Report Timelines

Reporting Method	Time frame
Midterm progress check report 1 and Parent Teacher Meetings	October
First term report card	December
Midterm progress check report 2 and Parent Teacher Meetings	February
Second term report card	March
Midterm progress check report 3	May
Third term report card	June

Parent Teacher Conferences

The parent-teacher conferences are a meeting between the teacher and the parent to discuss their child's progress and attainment. It takes place in term 1 and term 2.

MYP/DP Written Reports

Progress checks: Progress check reports published on ManageBac will inform parents of their child's progress in the middle of every term to keep them informed and allow them to support their child as needed. These include the levels of achievement in different criteria without a grade out of 7.

End of term report card: These are descriptive written reports on each subject area. All are published online on the Managebac Parent Portal. In our reports we use a 1-7 scale (MYP FPIP page 94) to report on subject areas; Approaches to Learning (ATL) is reported using qualitative terminology such as below expectation/meeting expectation/exceeding expectation. In addition to this, teachers also provide general comments/feedback on your child's development. Students receiving learning support will also receive narrative feedback on progress and attainment within these reports.

10. Standardization of Assessment

Standardization sessions must occur after every assessment to ensure teachers build a common understanding of the assessment and marking criteria to ensure fairness and consistency when awarding levels of achievement. Documentation must include samples across achievement bands, agreed interpretations, and action points. In case of disagreement, the Head of Department, in consultation with the MYP/DP coordinator, makes the final decision.

Standardization meetings take place prior to the marking of MYP ePortfolio and Personal Project and the DP Internal Assessment to ensure that the work is at the standard defined by the IB and that the grades are a true reflection of what the students will achieve.

11. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for effort the pupil puts in, as well as the outcomes achieved.

For students who are below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of students' learning difficulties. (IEPS)

Access Arrangements and Differentiation: Ensure access arrangements and modifications align with the UAE Federal Law 29 (2006) and updated IB Access and Inclusion Policy (2023), including provisions for extra time, scribing, and modified tasks for eligible students.

12. Academic Integrity

Students are expected to fully abide by the academic integrity guidelines.

Teachers must share clear expectations regarding academic integrity expectations. For more information, please check the academic integrity policy.

13. Assessment Analysis

After every assessment cycle, the data analyst uses PowerBi to analyze assessment data. SLT, Heads of departments, Teachers, and the inclusion team look at the analysis closely to monitor students' progress and put remedial plans to support students.

14. Assessment of Attainment & Progress

We use a variety of types of assessments for different purposes. These assessments are used to measure students' attainment and progress. We aim to develop students who demonstrate the values of Commitment, Aspiration, Resilience, Persistence, Excellence and Self- Management. We motivate and empower our students to be aware of their own learning, by developing a growth mindset to be self-propelling life-long learners. We aim to achieve this through:

- A focus on student' progress in every lesson
- Increasing student's attainment
- Improving student's Attitude to Learning (ATLs (Approaches to Learning))

Assessment of Attainment (KHDA framework)

EXTERNAL	ACCEPTABLE	GOOD	VERY GOOD	OUTSTANDING
IB Results (MYP & DP) (All subjects)	75% of students achieve L4+	50% of students achieve L5+	61% of students achieve L5+	75% of students achieve L5+
GL (English, Math, Science)	75% of students achieve the International Mean minus 0.5 (standard deviation) (per subject, per Grade)	50% of students achieve the International Mean (per subject, per Grade)	61% of students achieve the International Mean (per subject, per Grade)	75% of students achieve the International Mean (per subject, per Grade)
ABT for Arabic and Islamic	75% of students achieve 41 st percentile or higher	50% of students achieve 61 st percentile or higher	61% of students achieve 61 st percentile or higher	75% of students achieve 61 st percentile or higher
INTERNAL	ACCEPTABLE	GOOD	VERY GOOD	OUTSTANDING
Report Data Student Tracking	75% of students achieve L4+	50% of students achieve L5+	61% of students achieve L5+	75% of students achieve L5+

Assessment of Progress

EXTERNAL	ACCEPTABLE	GOOD	VERY GOOD	OUTSTANDING
IB Results (MYP & DP)	75% of students achieve CAT4	50% of students achieve higher than CAT4	61% of students achieve higher than CAT4	75% of students achieve higher than CAT4
GL (English, Math, Science)	-	50% of students achieve higher than previous year	61% of students achieve higher than previous year	75% of students achieve higher than previous year
ABT for Arabic and Islamic	-	50% of students achieve higher than previous year	61% of students achieve higher than previous year	75% of students achieve higher than previous year
PISA (15 years old) & TIMMS G8)	-	School score improves from last test	-	School achieves targets set from previous test
INTERNAL	ACCEPTABLE	GOOD	VERY GOOD	OUTSTANDING
Report Data	75% of students achieve CAT4	50% of students achieve higher than CAT4	61% of students achieve higher than CAT4	75% of students achieve higher than CAT4
Diagnostic Testing Student Tracking	-	50% of students achieve higher in T1 report than Diagnostic	61% of students achieve higher in T1 report than Diagnostic	75% of students achieve higher in T1 report than Diagnostic



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15. References

- Assessment procedures for MYP and DP
- From Principles into Practice

16. Links

- [Inclusion Policy](#)
- [Academic integrity policy](#)

"Enhancing life by nurturing minds"



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