

AL NAJAH PRIVATE SCHOOL - ASSESSMENT POLICY 2025-26

Prepared by & date: Reshma Ravindrakumar, Examinations Officer – August 2025

Next update due: June 2026

Al Najah Private School believes that assessment is an integral tool that drives learning and teaching. Assessment allows us to identify what students understand, know, can do and where they are in the learning process. Students should be central in the assessment process in order to drive their own self-evaluation skills and promote critical thinking. In addition, assessment at ANPS should provide the opportunity for students to evaluate their individual learner profile attributes. Teachers and leaders at ANPS aim to use assessment data and feedback to inform curriculum planning, enhance learning, identify gaps in knowledge and skills and help students take their next steps successfully.

How assessment is used at ANPS:

- To collect data that drives planning, differentiated instruction, reflection and continuous improvement
- To understand the strengths and barriers of our learners
- To track progress and attainment within a community of learners
- To involve all stakeholders (students, parents, teachers and leadership) in the development of each individual student
- To promote consistency in articulation of the written curriculum
- To promote an understanding of each subject content in connection to the real- world context

Assessment at ANPS

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

Forms of Assessment

Diagnostic Assessments

ANPS uses a range of diagnostic tests to identify how a student is learning and where their strengths and weaknesses lie. Students complete benchmark assessments at the beginning of each academic year for core subjects (Arabic, Math, Science and English). The results of these assessments help teachers to diagnose problems in students understanding or gaps in skills, and to help teachers decide next steps in their teaching. These assessments are repeated at the end of the year and results are compared to measure progress and check if students have mastered specific standards and are ready to move on.

ANPS also makes use of GL Education Progress Tests to understand students' potential, track their progress and identify any barriers to learning they may have. These English, Math and Science tests are completed at the end of the year to measure the progress of the students. Reports are produced with standards set against UK national averages. This allows us to identify where are learners stand in comparison. Reports track progress at individual and cohort level which helps to identify possible gaps in learning and inform planning moving forward for this cohort.

Formative Assessments

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are exceeding expectations. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include; the use of questioning, marking of pupils' work using our marking guidelines (see marking policy) and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

Summative Assessment

Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher meetings and through report cards which enables them to support their child's learning.

Assessment tasks are prepared and administered at regular scheduled intervals to measure student learning at an individual and cohort level. These are usually completed at the end of a unit to assess the students understanding. These tasks are devised to include a balanced measurement of the skills required in the subject area and are measured against specific criteria of each year group. They are marked to a consistent standard and moderated within grade levels and as a whole school. Results of these assessments are analyzed in order to improve teaching by informing teachers and departments of student learning gaps.

An internal assessment calendar is created by the Examinations Officer and shared with all teachers to indicate key dates for assessments. This ensures students do not have too many assessments on any day/week. All students are informed of assessment dates.

External Assessments

ANPS students partake in a range of mandatory international assessments set by ADEK including of **PISA**, **TIMMS**, **PIRLS** and **PBTS**. These are run at regular intervals set by the organizations running the tests.

Grades 10-12 complete external iGCSE, IAL and IB exams at the end of their course. These exams are set by various exam boards and all exams are run in line with the official guidelines released by Pearson, Cambridge and International Baccalaureate.

The examinations are marked in the UK by trained examiners. They are recognized globally and prepare students for further study.

Accuracy and consistency of judgements

Moderation is necessary to ensure accuracy and consistency of teachers' judgements against assessment criteria. Professional Development meetings are arranged for teachers to compare judgements and agree standards within their department and as a whole school. ANPS also partners with other schools to ensure that our judgements are accurate and consistent.

Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment. Staff members attend training and department meetings for their subject to ensure they stay well informed of good practice for assessment and moderating.

Procedure when students are unable to attend an assessment

If a student is too unwell to attend for any formative or summative assessment, a re-sit assessment will be scheduled for the student the week after. Students will be notified with the date of the re-sit exam upon their return to school. A sick certificate must be provided for their absence to qualify for the make-up assessment. This should be sent to their teacher, supervisor and Ms. Reshma (Exams Officer). We do not allow re-sit assessments for any final exams.

Academic honesty

We expect all students to uphold the highest standards of integrity in their academic work. This includes, but is not limited to, the following principles:

1. **Plagiarism:** Students must ensure that all work submitted is their own. Plagiarism, which includes copying someone else's work or ideas without proper attribution, is strictly prohibited. Students are required to appropriately cite all sources of information, whether from books, websites, or other media.
2. **Cheating:** Any form of cheating, including using unauthorized materials during an exam, copying from another student, or allowing someone else to copy your work, is unacceptable. Students must complete their own work and assessments independently unless collaboration is explicitly permitted by the teacher.
3. **Fabrication and Falsification:** Students must not fabricate or falsify data, research, or any information used in academic work. All submissions must reflect accurate and honest reporting of facts and findings.
4. **Intellectual Property:** Respect for intellectual property is fundamental. Students must not use, reproduce, or distribute work that infringes on copyright laws or intellectual property rights without permission.

Consequences

Violations of the academic honesty policy will be taken seriously and addressed promptly. Consequences may include, but are not limited to, the following:

- A zero or failing grade on the affected assignment or exam
- Notification of parents or guardians
- Documentation of the violation in the student's academic record
- Disciplinary action as outlined in the school's code of conduct

Promoting academic honesty

ANPS is committed to fostering a culture of integrity and honesty. To support this commitment, we:

- Provide education and resources to students about what constitutes academic dishonesty and how to avoid it.
- Implement fair and consistent assessment practices that discourage dishonest behavior.
- Encourage open communication between students, teachers, and parents about expectations and responsibilities related to academic work.

Reporting to parents

Parents receive a written report at the end of each term. In KG, this comments on the child's academic progress against a set of objectives. In Primary grades students will receive a grade per subject with a written comment by the subject teacher addressing their progress in each subject. Middle and High school students report card gives details of their achievement in each subject with details of their grade in term and final assessments. All assessments are revised in class with students by teachers after marking has been completed. This is an opportunity for students to see their errors and the areas they need to revise for future assessments. Term assessments are sent home to assist with final exam revision. Final exams are kept in school after students have revised them.

Parent/teacher meetings take place twice per year. During these meetings teachers discuss student attainment, recent report card and assessment results. Parents have the opportunity to ask questions and discuss the next step targets for their child with the teacher.

Staff are available via email to discuss parents' concerns and a meeting can be arranged if required and if the teachers schedule allows it. If a member of staff has concerns over a child they will contact the parents.