

ASSESSMENT POLICY

AMITY MISSION STATEMENT

Amity International School provides an engaging and challenging learning environment where students are encouraged to excel intellectually, academically and socially.

We nurture our students' natural desires to learn with a personalised educational programme, project-based learning and guided enquiry. These promote the development of independent thinking, critical analysis, emotional intelligence and essential communication skills.

RATIONALE

The purpose of the assessment policy is to ensure that assessments support learning, inform teaching, and help track student progress across all phases of the school. Assessment is an integral part of effective teaching and learning, allowing teachers to monitor student development and provide timely, targeted support. It aligns with the Early Years Foundation Stage (EYFS) Framework, the National Curriculum for England, and external examination standards to ensure consistency and clarity in expectations.

PURPOSE

This policy outlines the principles and practices of assessment across the school.

- Support and enhance learning at all levels of ability.
- Identify student strengths and areas for development.
- Inform planning, instruction, and curriculum development.
- Provide regular feedback to students and families.
- Ensure students are making progress towards their learning goals.
- Maintain fairness, reliability, and transparency in assessment procedures.
- Promote academic integrity and inclusivity.

RESPONSIBILITIES

Vice Principal and Heads of Schools will:

- Ensure all stakeholders have access to and understand the assessment policy.
- Oversee and monitor the implementation of assessment practices.
- Ensure that written reports are provided at the end of each term.
- Support staff with training and professional development in effective assessment practices.

Assessment Leaders will:

- Manage program assessment calendars to ensure assessment deadlines are appropriately distributed.
- Oversee the administration and analysis of standardised assessments.
- Maintain data trackers to monitor student attainment and progress.

Teachers will:

- Use a range of formative and summative assessment strategies to monitor student progress.
- Provide timely, constructive feedback to students and families.
- Use assessment data to inform planning and differentiation.

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- Maintain accurate records of assessments.
- Engage in internal moderation and standardisation to ensure consistent grades.

Students will:

- Engage in self-reflection, self-assessment, and peer assessment where appropriate.
- Respond to teacher feedback to improve their learning.
- Take responsibility for their learning progress.

Families and Caregivers will:

- Engage in parent-teacher conferences to discuss student progress.
- Read reports and collaborate with the school to support learning at home.
- Encourage a positive attitude toward learning.

ASSESSMENT PROCEDURES

TYPES OF ASSESSMENT ACROSS THE SCHOOL

Assessment Type	Details
Formative Assessment	The curriculum includes classroom questioning discussions, observations, quizzes, self- and peer assessment, ongoing teacher feedback, and homework assignments.
Summative Assessment	End-of-term tests, coursework, internal exams and standardised tests such as GL Progress Tests and CAT4.
Standardised Assessments	GL Progress Tests (English, Maths, Science), CAT4 (Cognitive Abilities Test), PIRLS (Reading Literacy Study), TIMSS (Mathematics and Science Study), PISA (Reading, Mathematics and Science)

ASSESSMENT BY SCHOOL SECTION

Assessment in Foundation Stage and Key Stage 1

Assessment in EYFS and Key Stage 1 combines formative (ongoing) and summative (recorded) approaches. Teachers use professional judgement, informed by observations, interactions and discussions, to track progress. Evidence is documented through photographs, notes, and work samples, providing a reliable and comprehensive picture of each child's development and attainment.

Assessment in Key Stage 2

Assessment strategies are embedded in daily learning in upper primary to ensure all students make the best possible progress, guide and plan the next stage of instruction, and support students' cognitive, social, emotional, and behavioural development.

Assessment in Key Stage 3, 4 and 5

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Senior school assessments make sure students have the knowledge, skills, and competencies needed for success in higher education and beyond. Assessments are used to support learning, measure progress, and provide meaningful feedback to students and parents.

STANDARDISED ASSESSMENTS - FREQUENCY & YEAR GROUP INVOLVEMENT

Standardised Assessment	Details	Years Involved	Frequency
CAT4	Cognitive Potential	Admission from year 4 to year 12	Term 1
GL Progress Tests	English, Maths and Science	Years 3-9	Annually
PIRLS	Progress in International Reading Literacy Study	Year 5	Every 5 years
TIMSS	Trends in International Mathematics and Science Study	Year 5	Every 4 Years
PISA	International study in Maths, English and Science	15-Year-old students (Y10 & 11)	Every 4 Years
IBT	Acer International Benchmark Test in Arabic	Years 4 - 11	Annually

REPORTING AND FEEDBACK

- Students receive termly reports outlining progress and areas for development.
- Parent-teacher conferences provide opportunities for discussion on student performance.
- The assessment data is analysed to inform teaching strategies and interventions.
- Constructive feedback guides students in setting realistic learning goals.

ASSESSMENT INTEGRITY AND MODERATION

- Students must follow the school's academic honesty policy.
- Academic dishonesty (e.g., plagiarism, cheating) will result in disciplinary action.
- Teachers use clear assessment criteria and marking rubrics.
- Internal moderation ensures consistency and fairness.
- Exam conditions are strictly adhered to, in line with external assessment policies.
- All assessment materials are securely stored and handled.
- Students must follow the school's academic honesty policy.

EXAMINATION & MISSED ASSESSMENT POLICIES

- **Missed Assessments:** Students who miss summative assessments because of illness or other legitimate reasons will have the chance to complete them when they return.

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- **Repeated Assessments:** If there is evidence of significant effort in the first attempt, teachers and assessment leaders may grant students a second chance. The decision is at the discretion of teachers and assessment leaders.

MODERATION AND STANDARDISATION

- Internal moderation ensures consistency in grading and alignment with external standards.
- Teachers participate in subject-based standardisation sessions to ensure accurate assessments.

ASSESSMENT EXPECTATIONS

As students' progress through the school, they are expected to take increasing responsibility for their learning and assessment preparation. Assessment expectations evolve to reflect their growing independence and ability to manage their workload effectively.

Early Years & Lower Primary: Teachers guide students through assessments and provide scaffolded learning opportunities to build confidence and understanding.

Upper Primary: Students begin to develop greater responsibility for preparing for assessments, engaging in self-assessment, and understanding their strengths and areas for improvement.

Secondary: Students are expected to manage their study schedules, meet deadlines, and prepare for assessments independently, developing the skills necessary for further education and lifelong learning.

To support this progression:

- Students must submit assessments on time and meet deadlines.
- Failure to submit assessments may result in less detailed feedback due to time constraints or the compromised assessment, unless an extension is granted for valid reasons.
- Students will be provided with clear assessment outlines and grading rubrics where appropriate.
- Teachers will ensure students receive feedback and opportunities to improve their work.
- Self-reflection and goal setting are encouraged to help students take ownership of their learning journey.