Assessment policy

Reviewed in April 2026

Next review April 2027

Reviewed by Principal, Slt's



AL AAMAAL ENGLISH HIGH SCHOOL – SHARJAH, UAE

ASSESSMENT POLICY

Academic Year 2026–2027

Document Control	Details
School	Al Amaal English High School, Sharjah, UAE
Curriculum	Single National Pakistani Curriculum (SNC) / FBISE
Academic Session	April 2026 – March 2027
Assessment Structure	Two Terms: Mid-Term and Final-Term
Applies To	KG1 – Grade 12
Policy Owner	Assessment Coordinator / Academic Leadership
Approved By	Principal / School Management
Review Cycle	Annual, or earlier if requirements change

PURPOSE AT A GLANCE

This policy explains how assessment is planned, conducted, marked, checked, recorded, reported and used at Al Amaal English High School. It establishes one clear school-wide system for assessment within the April–March academic year and the two formal assessment points: Mid-Term and Final-Term.

1. Purpose of the Policy

- Assess what students know, understand and can do in relation to the taught curriculum.
- Monitor attainment and progress and identify learning gaps early.
- Provide clear and useful feedback to improve learning.
- Ensure assessment is fair, valid, reliable, consistent and transparent.
- Maintain a clear two-term assessment cycle: Mid-Term and Final-Term.
- Ensure accurate marking, rechecking, moderation, marks entry and reporting.
- Use assessment evidence to plan intervention, enrichment and improvement in teaching.
- Provide parents with clear information about student achievement and areas for improvement.

2. Scope and Applicability

This policy applies to all students, teachers, Heads of Department/Subject Coordinators, assessment/examination staff, committee members and school leaders involved in assessment from KG1 to Grade 12.

For Grades 9–12, school assessment and examination practices shall support the applicable FBISE requirements. Where current FBISE instructions differ from a school procedure, the applicable FBISE requirement takes precedence.

3. Academic Year and Two-Term Assessment Structure

Al Amaal English High School follows an academic session from April to March. The school has two main assessment terms. Exact examination dates, taught portions and submission deadlines are published annually through the approved Assessment Calendar.

Term	Period	Main Purpose	Main Assessment Evidence
Term 1 – Mid-Term	April – October/November*	Measure progress against the Term 1 taught curriculum; identify gaps and plan intervention.	Formative assessment, classwork, quizzes/tests, projects/tasks and Mid-Term Examination
Term 2 – Final-Term	November – March*	Measure achievement of the Final-Term curriculum and overall end-of-session attainment.	Formative assessment, classwork, quizzes/tests, projects/tasks and Final-Term Examination

* Exact dates are determined by the approved annual school calendar and Assessment Calendar.

4. Assessment Principles

Principle	School Expectation
Purposeful	Every assessment has a clear learning, diagnostic, formative or reporting purpose.
Curriculum-aligned	Assessment reflects the taught curriculum, learning outcomes/SLOs and approved scheme of work.
Fair and inclusive	Students have a fair opportunity to demonstrate learning, with approved accommodation where required.
Valid and reliable	Assessment measures the intended learning and uses consistent criteria.
Transparent	Students and parents are informed about assessment expectations, schedules, portions and results.
Consistent	Common standards are maintained through marking guidance, moderation and rechecking.
Developmental	Results are used to identify next steps, intervention and enrichment.
Confidential	Question papers, marks and student assessment records are securely handled.

5. Types of Assessment

Type	When used	Purpose	Examples
Baseline / Diagnostic	Beginning of session or when needed	Establish prior knowledge and learning needs.	Baseline tasks, diagnostic tests, reading/numeracy checks
Formative	Daily/weekly	Guide teaching, identify misconceptions and provide support.	Questioning, classwork, quizzes, observation, homework, short tests
Summative	End of term	Measure achievement after planned learning.	Unit tests, projects/tasks, Mid-Term and Final-Term examinations
Self / Peer	Throughout learning	Develop reflection and ownership.	Checklists, rubrics, reflection, peer review
Practical / Performance	As required	Assess application and practical skills.	Experiments, practicals, oral work, demonstrations, performances
External / Board / Benchmark	As required	Meet external requirements or provide comparison evidence.	FBISE examinations and approved benchmark/external assessments

6. Classroom Formative Assessment

Formative assessment is part of normal teaching and should be manageable and purposeful.

Teachers use evidence from classroom learning to adjust instruction and support students.

- Questioning and discussion
- Classwork and written practice
- Short quizzes and topic checks
- Homework/home learning where appropriate
- Observation and teacher conferencing
- Practical activities and demonstrations
- Projects and performance tasks
- Student self-assessment and peer assessment
- Exit tickets or other quick checks for understanding

Teachers must maintain sufficient evidence of student progress. Not every classroom interaction is required to be recorded as a separate formal grade.

7. Mid-Term and Final-Term Examination Process

Stage	Responsible	Required Action
1. Portion/Syllabus Confirmation	HOD/Subject Coordinator + Teacher	Confirm taught portion and learning outcomes before paper setting.
2. Paper Setting	Subject Teacher / Paper Setter	Prepare the paper according to approved pattern, syllabus/SLO coverage and appropriate difficulty.
3. Internal Review	HOD/Subject Coordinator	Check accuracy, syllabus coverage, marks, instructions and answer key/marking scheme.
4. Moderation	Assessment Committee / HOD	Check quality, consistency, cognitive demand and suitability before approval.
5. Examination	Exam In-charge / Invigilators	Conduct the examination according to the approved timetable and examination rules.
6. Marking	Assigned Markers	Mark uses the approved answer key, marking scheme or rubric.
7. Rechecking / Moderation	Assessment Committee / HOD	Verify totals, unchecked responses, mark transfer and sample consistency.
8. Marks Entry	Authorized Staff	Enter only verified marks in the school portal/approved record.
9. Analysis	Assessment Coordinator / HODs	Analyze attainment, progress, gaps and students requiring support or challenge.
10. Reporting	School Leadership / Teachers	Issue reports and communicate progress and next steps to parents.

8. Question Paper Standards

- Questions must be based on the approved curriculum, teaching portion and applicable FBISE guidance.
- The paper should include an appropriate range of knowledge, understanding, application, analysis and problem-solving according to the subject and grade.
- Maximum marks, time, instructions and permitted materials must be clearly stated.
- The paper must be checked for factual, grammatical, numerical and formatting errors.
- An answer key/marking scheme must be prepared before the examination.
- The approved paper, answer key and marking scheme must remain confidential until authorized release.
- For FBISE classes, current Assessment Frameworks, SLOs, model papers and subject-specific instructions must be considered where applicable.

9. Marking, Checking and Rechecking

Check	What Must Be Verified
Primary Marking	All attempted responses are marked according to the approved scheme.
Total Verification	Question-wise marks are added correctly and match the awarded total.
Unmarked Response Check	No answer, page or sub-question has been missed.
Transfer Check	Marks transferred from scripts/mark sheets to summary records are accurate.
Moderation Sample	Selected scripts are checked for consistency across markers/classes.
Final Marks Verification	Approved marks match the official record before portal entry is closed.

10. Moderation and Standardization

- HOD/Subject Coordinator reviews question papers before final approval.
- Common marking guidance is shared with all markers.
- Difficult or borderline responses are discussed and treated consistently.
- Selected answer scripts are moderated across classes/sections where applicable.
- Any identified marking issue is corrected systematically and documented.
- Moderation records are retained as assessment evidence.

11. Assessment Transparency

- The Assessment Calendar and examination timetable are communicated in advance.
- Assessment portions are communicated through approved school channels.
- Students receive clear instructions about assessment format and expectations.
- Rubrics or criteria are shared before tasks where practical.
- Results are communicated through approved reporting systems.
- Students receive feedback and clear next steps after significant assessments.

12. Feedback and Use of Assessment Evidence

- Feedback should explain what was achieved, what needs improvement and what to do next.
- Feedback should be linked to learning outcomes and be specific enough to guide improvement.
- Students should have opportunities to act on feedback.
- Teachers identify students below expected achievement/progress and plan intervention.
- High-performing students receive appropriate challenges and enrichment.
- HODs review assessment patterns and support teachers where common gaps are identified.

13. Inclusive Assessment and Approved Accommodations

Assessment must provide fair opportunities for students with identified educational needs, in line with approved support arrangements and applicable UAE requirements.

- Additional times where formally approved.
- Accessible presentation or enlarged print where required.
- Approved reader/scribe or assistive support where appropriate.
- Alternative response formats where permitted.
- Separate or suitable assessment settings where required.
- Differentiated tasks where formally approved for modified learning targets.

The Inclusion/SEN Team, HOD and relevant teachers must coordinate approved accommodation in advance.

14. Missed Assessments and Absence

- Students absent for a valid and documented reason may be provided with an appropriate opportunity to complete a missed formal assessment, subject to school procedures.
- The school may require supporting documentation for examination absence.
- Any make-up assessment must not provide an unfair academic advantage.
- Repeated absences, suspected malpractice or disputed circumstances are referred to in school leadership.

15. Academic Integrity and Examination Conduct

- Students must complete assessments honestly and independently unless collaboration is specifically permitted.
- Unauthorized notes, devices, communication, copying or other unfair means are prohibited during formal examinations.
- Suspected malpractice is reported and handled according to school procedures and applicable FBISE rules.
- Teachers and examination staff must protect the confidentiality of question papers, answer keys and student marks.
- AI tools, calculators, devices or other resources may be used only when explicitly permitted for that assessment.

16. Marks Entry and Data Security

Step	Responsible	Control
Prepare marks summary	Teacher / Marker	Check against marked scripts.
Verify totals	Teacher + HOD/Authorized Checker	Cross-check totals and student details.
Enter marks	Authorized Data Entry Staff	Enter only verified marks.
Second check	Assessment Committee / HOD	Compare portal entry with approved summary.
Lock / Submit	Assessment Coordinator / Authorized Leader	Confirm completion and retain evidence.
Correction after submission	Authorized Leadership	Document reason, approval and amended record.

17. Assessment Data Analysis and Intervention

Assessment is complete only when results are used to improve learning. The school uses assessment data to determine achievement, identify students needing support or challenge, and plan action.

- Analyze class, section, subject and grade-level attainment.
- Identify students below expected achievement or showing limited progress.
- Identify common learning gaps and curriculum areas requiring reteaching.
- Plan intervention and monitor whether it improves outcomes.
- Identify high achievers and provide enrichment/challenge.
- Use Mid-Term analysis to inform Final-Term planning and Final-Term analysis to inform the next academic session.

Assessment Cycle	Action
Assess	Collect reliable evidence.
Analyze	Identify strengths, gaps and students needing support/challenge.
Plan	Agree teaching, intervention or enrichment actions.
Implement	Put agreed actions into practice.
Review	Reassess and compare new evidence.
Improve	Continue, change or extend the action based on results.

18. Roles and Responsibilities

Role	Key Responsibilities
Principal	Approves the policy; ensures implementation; monitors assessment quality and school-wide outcomes; approves major assessment decisions.
Assessment Coordinator	Coordinates the assessment calendar, examination process, moderation, marks verification, data analysis and assessment records.
HOD / Subject Coordinator	Ensures curriculum alignment, paper quality, marking consistency, moderation, result analysis and subject intervention.
Teacher	Plans and conducts assessment; maintains accurate records; provides feedback; marks fairly; identifies gaps and plans support.
Assessment / Examination Committee	Supports paper checking, examination administration, script checking, rechecking, marks verification, portal-entry checks and record keeping.
Inclusion / SEN Team	Coordinates approved assessment accommodation and monitors assessment access for students requiring support.
Student	Participates honestly, follows instructions, completes assessments, reflects on feedback and works toward improvement.
Parent	Reviews reports, attends meetings when required and supports learning and agreed improvement actions.

19. Reporting to Students and Parents

Reporting Point	Purpose
Mid-Term Report	Communicates Term 1 achievement, progress and areas requiring attention.
Final-Term Report	Communicates end-of-session achievement and overall progress.

- Reports are prepared and checked before release.
- Reports should clearly communicate achievement and, where applicable, progress, strengths, areas for improvement and recommend next steps.
- Parent-teacher meetings are used to discuss progress and support strategies where scheduled.
- Where a student is at risk of underachievement, the school communicates concern and planned support.

20. Assessment Records and Quality Assurance

The following records should be maintained in an organized assessment file/portal folder:

- Approved Assessment Policy and annual Assessment Calendar
- Assessment schedules and examination timetables
- Curriculum/portion confirmation records
- Question papers and approved answer keys/marking schemes
- Moderation and standardization records

- Marked sample scripts / moderation evidence
- Marks summaries and verification records
- Portal/assessment data reports
- Mid-Term and Final-Term analysis reports
- Intervention and enrichment records
- Student progress trackers
- Parent reporting evidence
- Assessment accommodation records, where applicable
- Rechecking/correction records and approvals

Quality Area	How It Is Checked	Frequency
Assessment planning	Calendar and departmental plans	Each term
Question papers	Review, moderation and approval	Each common/formal assessment
Marking	Sample scripts / cross-checking	Each common/formal assessment
Data	Accuracy and analysis checks	Each assessment cycle
Intervention	Progress review	At least each term
Feedback	Sample review	Each term
Inclusion	Accommodation check	Each relevant assessment cycle
Leadership review	Whole-school data and actions	Each term

21. Annual Assessment Calendar

Assessment / Activity	Timing	Responsible
Baseline / Diagnostic	Beginning of academic year	Teachers / HODs
Formative Assessment	Ongoing	Teachers
Unit / Topic Tests	As scheduled within teaching	Teachers / HODs
Mid-Term Examination	As per approved calendar	Academic / Examination Team
Final-Term Examination	As per approved calendar	Academic / Examination Team
Send-Up / Pre-Board	As applicable for relevant grades	Academic Team
Benchmark / External Assessments	As scheduled	Assessment Coordinator
FBISE Examinations	As per official FBISE schedule	School / FBISE
Intervention Review	At least each term	HODs / Teachers
Whole-School Assessment Review	Each term	Leadership Team

A detailed annual Assessment Calendar will be issued separately and updated when the school or applicable external calendar changes.

22. Compliance and Policy Review

AAEHS will follow the current applicable requirements of FBISE and relevant UAE/Sharjah education authorities. Where an external requirement differs from a school procedure, the applicable external requirement takes precedence.

The policy will be reviewed annually by the Assessment Coordinator and Academic Leadership, and earlier if there is a significant change in FBISE, UAE/Sharjah requirements, curriculum or school assessment arrangements.

The review will consider assessment data, moderation findings, examination issues, inspection recommendations, teacher feedback and appropriate student/parent feedback. The aim is to keep the policy clear, practical and effective.

23. Key References

- Federal Board of Intermediate & Secondary Education (FBISE): current Academic and Examination Rules.
- FBISE: current Assessment Frameworks, SLOs, Model Question Papers and applicable Practical Based Assessment guidance.
- Sharjah Private Education Authority (SPEA): applicable requirements for private schools in Sharjah.
- Al Amaal English High School: approved curriculum, Assessment Calendar, examination procedures and reporting systems.

24. Document Approval

Prepared By	Reviewed By	Approved By	Date
Assessment Coordinator	Academic Leadership / HODs	Principal / School Management	
Signature:	Signature:	Signature:	

Effective Date: April 2026

Review Date: March 2027