

POLICY	Owner	Principal
4.7 ASSESSMENT POLICY	ID (Version)	002
	Published	1 st Sept 2026
	Valid Until	31 st Aug 2027



Dubai British School Emirates Hills

Assessment Policy 2026 – 2027

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1. POLICY STATEMENT

We believe assessment exists to ensure students understand their current level of learning and what steps they must take to make continual progress. It also enables teachers to accurately evaluate students' achievement against local, national, and international benchmarks, and to determine how well the school is meeting its vision and mission. All students are therefore entitled to assessment that is used effectively to support and strengthen their learning across every subject throughout their schooling.

2. BELIEFS

We believe that:

- Effective assessment is an essential part of quality teaching and learning.
- Assessment of learning, and assessment for learning (AfL) are fundamental tools utilised by the school to raise attainment and accelerate progress
- Regular feedback given to children about their learning helps them to understand how to be successful, to understand what they have achieved and to understand what they need to do to improve further
- Assessment should be age appropriate and differentiated to meet the needs of students
- Assessment should reflect researched based international good practice and be benchmarked against curriculum standards
- Assessment should value both effort and achievement
- Assessment should encourage students to engage proactively in their learning through reflection upon the learning that has occurred
- Assessment provides a record of children's achievement and progress thereby allowing teachers to plan for the next stage of children's learning, and this should be reported to students, parents, and appropriate bodies at regular intervals.

3. STANDARDS

- Teachers will carry out valid assessment of learning and assessment for learning as a part of their teaching and learning programme
- Teachers will ensure corrective feedback is provided to students after all assessments are marked/ corrected

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- Students' achievement will be reported to students continuously, and reported to families at regular intervals and in appropriate formats
- Assessments at all levels will be age and developmentally appropriate, and will be differentiated to ensure students can demonstrate the extent of their learning
- Assessment will undergo moderation and standardisation processes to ensure the validity and reliability of judgments
- Students will adhere to school policies for academic honesty
- Each phase/ Key stage will publish a calendar and summary of assessment procedures, via multiple media types at the commencement of the academic year
- Students of DBSEH will complete appropriate Internationally standardised assessments as identified by DBSEH Leadership Teams

4. GUIDELINES

- Teachers are expected to design and deliver assessments that are directly aligned to curriculum expectations, ensuring they serve both Assessment for Learning and Assessment of Learning purposes.
- Assessment should be woven naturally into teaching so that it accurately reflects what students know, understand, and can do, and it is acknowledged that teachers and teacher leaders are best placed to create age, stage and subject specific assessments and methods of feedback.
- Following assessment, teachers will provide timely and constructive corrective feedback. This feedback should guide students on how to improve, and dedicated class time should be provided for students to respond and act on this guidance. It is acknowledged that teachers and teacher leaders are best placed to create age, stage and subject specific assessments and methods of feedback.
- Student progress should be communicated clearly and consistently. Teachers will keep students informed of their achievement throughout the learning cycle, and families will receive regular, structured updates using school-approved reporting formats.
- All assessments must be age-appropriate, developmentally suitable, and differentiated so that every student has a fair opportunity to demonstrate their

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learning. Adaptations should be made where needed to support inclusion and accessibility.

- To ensure accuracy and reliability, assessments should undergo moderation and standardisation. Staff will participate in scheduled moderation activities and use shared rubrics, exemplars, and agreed criteria.
- Students are required to follow the school's academic honesty expectations. Staff will explicitly teach these expectations and uphold procedures that protect the integrity of assessment.

5. RELATED DOCUMENTS

Document Title
Academic Honesty Policy
Teaching & Learning Policy
Reporting & Communication Policy
Inclusion / SEND Policy
Marking & Feedback Procedures
Moderation & Standardisation Handbook
Whole-School Assessment Calendar
Internal & External Exams Administration Procedures

6. ABBREVIATIONS AND DEFINITIONS

Abbreviation / Term	Description / Definition

7. AUTHORISATION HISTORY

Authority	Signature	Date
Principal		1.9.26