NAME OF POLICY	ASSESSMENT POLICY (2026–27)
APPROVED BY	PRINCIPAL & DIRECTOR
APPROVED IN	MARCH 2026
EFFECTIVE	Academic Year 2026–27
NEXT REVIEW	MARCH 2027
RELATED POLICIES	Examination, Scholar Badge, Inclusion

Distribution list:

- Principal & Director
- VPs
- H.M.s
- HODs
- Academic Supervisors
- Admin Supervisors
- Exam Supervisors
- ICT HOD
- Academic Staff
- Parents / Students

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1. Introduction and Vision

VISION: To improve student learning and bridge the gap between learning and real life.

> *"Assessment is the engine which drives student learning." — John Cowan*

DPS Sharjah believes that assessment informs teaching, helps students face challenges and overcome difficulties, and ensures that teaching builds on what has already been learned. Assessment is the means by which students understand what they have achieved and what they need to work on next. It sets the benchmark against which improvement is shown.

This policy is aligned with the CBSE curriculum framework and circulars in force for 2026–27, the principles of the National Education Policy 2020 and the National Curriculum Framework for School Education (competency-based, holistic, and learner-centred assessment), and the expectations of the UAE Ministry of Education and the Sharjah Private Education Authority (SPEA), including the SPEA inspection framework and the national assessment agenda. Where a written school procedure document exists, it is appended to this policy.

2. Purpose of Assessment

Assessment shapes how students learn, how motivated they are to learn, and how teachers teach. It serves three connected purposes, which must be appropriately balanced and planned with their purpose in mind:

- **Assessment for learning:** helps teachers understand what students know so they can plan and guide instruction and give useful feedback.
- **Assessment as learning:** helps students become aware of how they learn and use that awareness to adjust and advance their learning, taking increasing responsibility for it.
- **Assessment of learning:** informs students, teachers, parents and the wider educational community of achievement at a point in time, to celebrate success, plan interventions and support continued progress.

The most important part of assessment is the interpretation and use of the information gathered for its intended purpose.

3. Principles of Assessment

Assessment is embedded in the learning process and is closely linked with curriculum and instruction. As teachers and students work towards curriculum outcomes, assessment constantly informs instruction, guides the student's next steps, and checks progress and achievement.

Student learning is best supported when:

- instruction and assessment are based on clear learning goals;
- instruction and assessment are differentiated according to student learning needs;
- students understand the learning goal and the criteria for quality work, receive and use descriptive feedback, and act to improve;
- assessment information is used to make decisions that support further learning;
- assessment tasks give increasing weight to competencies: application, analysis, evaluation and real-life problem solving, rather than recall alone;

- parents are well informed about their child's learning and work with the school to plan and provide support.

3.1 Primary (Pre KG–Grade 5), Phases 1 and 2

Assessment for learning rests on the confidence that every student can improve. It should enable reciprocal learning, with teachers and students sharing and valuing each other's sense-making. Knowledge of the learner is essential so that assessment is appropriate and fit for purpose.

3.2 Middle (Grades 6–8), Phase 3

Assessment focuses less on whether an answer is right or wrong and more on making students' thinking visible to both teacher and student. It helps students understand the strategies and patterns they have built to make sense of the world, become aware of how they learn, and develop self-regulation. Students discuss their developing understanding with teachers, parents and peers, and independent learners seek new skills and knowledge according to their own goals.

3.3 Senior (Grades 9–12), Phase 4

When students take an active part in assessing their learning, they recognise important moments of personal learning, identify strengths and needs, and make "Where to next?" decisions. Students make progress when they understand what high-quality work looks like (through examples and models), what criteria define it (through taking part in setting goals and criteria), and how to compare their own work against those criteria (through peer and self-assessment). Assessment-capable students also give teachers better information for planning next steps.

4. Aims and Objectives

> *"Nothing we do to, or for our students is more important than our assessment of their work and the feedback we give them on it. The results of our assessment influence students for the rest of their lives." — Race, P., Brown, S. and Smith, B.*

DPS Sharjah is committed to a robust, vibrant and holistic education that promotes intellectual, social and cultural vitality and prepares future citizens to be global leaders in a knowledge society. The school follows the continuous and comprehensive approach to evaluation of the Central Board of Secondary Education, which emphasises the holistic development of learners.

4.1 Primary level focus

- To develop the all-round personalities of children with varied talents and abilities.
- To help them achieve excellence while exhibiting strong human values.
- To stress character building and infuse the spirit of adventure, fair play and justice.
- To enhance emotional, physical, mental and spiritual growth through a balance of academics, sports and cultural activities.

4.2 Middle and senior level focus

- To provide a holistic profile of the learner through regular assessment of scholastic and co-scholastic domains.
- To make evaluation an integral part of teaching and learning.
- To focus on the all-round development of learners.

- To refine ongoing teaching and learning by diagnosing learning gaps and offering corrective and enrichment input.
- To help each child grow into a responsible world citizen.

5. Types of Assessment

5.1 Scholastic area

5.1.1 Periodic assessment

Students take periodic assessments several times a year. Teachers use these, together with classwork and classroom observation, to identify where students need more help and to plan lessons that meet each student's needs.

- **Periodic or Unit tests:** The school schedules multiple periodic or unit written tests across the year. For gradual learning, two or more tests may be held, covering a cumulatively increasing portion of the syllabus so that students build confidence for the final or Board examination on 100% of the syllabus.
- **Notebook submission:** Internal assessment of regularity, punctuality, neatness and upkeep of notebooks and assignments.
- **Subject enrichment activities:** Subject-specific application activities recorded internally by subject teachers.
    - *Languages:* speaking and listening activities.
    - *Mathematics:* laboratory activities, projects and STEM activities.
    - *Science:* practical work, activities, projects and STEM activities.
    - *Social Science:* map work and project work.

5.1.2 Term examinations and yearly examination

Pen-and-paper assessment covering the term's or year's (cumulative) syllabus in all subjects. From 2026–27, question papers follow the CBSE-prescribed blueprint, including the required weightage of competency-based, case-based, source-based and application questions.

5.1.3 Open-book and alternative assessment formats

Where CBSE permits or requires them (for example, open-book assessments in Grade 9 under the CBSE framework from 2026–27), the school will schedule such assessments as part of internal assessment, publish the format and marking criteria in advance, and train teachers in setting application-based questions.

5.1.4 Subjects mandated by the UAE Ministry of Education

Arabic, Islamic Education (for Muslim students), UAE Social Studies and Moral Education are assessed in line with Ministry of Education and SPEA requirements, as set out in the Examination Policy.

5.2 Co-scholastic activities

DPS Sharjah promotes co-curricular activities for holistic development. These are graded on a 3-point scale (A to C) in Grades 6–8 and a 5-point scale (A to E) in Grades 9–10, with no descriptive

indicators and no up-scaling of grades. Regularity, sincere participation, output and teamwork are the generic grading criteria.

- **Work Education:** social, economic and welfare activities that build community service and self-reliance, including pre-vocational, skill-based activities as per the Scheme of Studies.
- **Art Education (visual and performing arts):** students select one or more forms of creative art.
- **Health and Physical Education (sports, martial arts, etc.):** a regular period for sports, with opportunities for professional training; indigenous sports and yoga are encouraged to build fitness, discipline and sportsmanship.
- **Discipline:** graded by the class teacher on attendance, sincerity, behaviour, values, tidiness, respect for rules, and attitude towards society and others.

6. Roles and Responsibilities

6.1 Senior Leadership Team

Senior Leaders use assessment to drive whole-school improvement by:

- ensuring all teachers know what is expected of them in assessing students;
- helping teachers make well-founded judgments about attainment and progress;
- monitoring that periodic assessment informs planning for teaching and learning;
- monitoring the accuracy of information given to parents;
- tracking the attainment and progress of individuals and groups over time;
- comparing the progress of different groups (including Students of Determination, gifted and talented students, and by gender and nationality) so that no group is disadvantaged;
- using assessment information when planning training and CPD;
- allowing enough flexibility for teams to adopt processes that best support progress in their subject or area;
- ensuring students are supported in making informed curriculum and stream choices;
- monitoring Middle Leaders so that good practice in assessment is consistent across all lessons;
- ensuring pedagogical developments in assessment are implemented where appropriate;
- maintaining evidence of assessment impact for self-evaluation and inspection.

6.2 Middle Leaders (HoDs, Supervisors, Subject Coordinators)

With the support of Senior Leaders, Middle Leaders will:

- ensure their teams understand assessment requirements and the different ways to assess progress;
- monitor assessment through work scrutiny, lesson observation and learning walks;
- ensure schemes of work build in periodic assessment;
- time formal assessments so that data collections reliably reflect current attainment;
- lead internal moderation of marking and question papers (see Section 16);

- use assessment information to plan intervention and raise concerns with Senior Leaders.

6.3 Teachers

All teachers will:

- use a range of methods to assess the progress of all students accurately;
- encourage students to engage actively in assessment and build their motivation, confidence and self-esteem;
- begin lessons with clear expectations so students know how progress will be measured;
- identify and intervene early with students at risk of underachievement;
- use assessment results to plan differentiation and challenge;
- use information from Individual Education Plans (IEPs), Accelerated Learning Plans(ALP) and Teaching Assistants to inform assessment;
- use assessment to promote literacy, numeracy and digital skills;
- ensure assessment is adequate and accurate before entering data;
- encourage self and peer assessment and guided target setting;
- share concerns or praise from assessment with the relevant homeroom teacher or form tutor;
- return monitored notebooks to students at least every three weeks;
- give regular feedback with at least one comment on strengths and at least one question identifying an area to develop (for example, “2 stars and a wish”);
- ensure all students receive feedback with levels or grades regularly.

6.4 Students

All students will participate actively in assessment, act on written and oral feedback, use their entitlement to guidance on improving, and support peers constructively in peer assessment. Students will follow the Academic Integrity Policy.

6.5 Parents

Parents and carers will discuss the assessment reports with their child and liaise with the subject or class teacher about any concerns regarding progress as identified through assessment.

7. Marking and Feedback

Marking and feedback are integral to teaching and learning and focus first on the learning objective and outcomes. Marking should:

- tell children individually of their achievements and celebrate good work;
- identify successes and areas for development against learning objectives, helping children become reflective learners;
- convert directly into assessment and planning, forming a cohesive and efficient system;
- help students review their own work and set targets by identifying next steps;
- identify students who are below, meeting or exceeding expectations, indicating the need for intervention or further challenge;

- provide evidence of progress and support reporting to parents.

7.1 Method

Marking is of no value unless it has an impact. It should praise, but also give guidance, consolidation and challenge. It need not happen only at the end of a lesson or task, but it should guide the student to next steps and tell the teacher when to intervene ("Next Step Marking" or "Intervention Marking"). Next steps are shared with the child in an age-appropriate way and inform planning and target setting. Grouping remains flexible so teachers can address similar gaps in learning.

7.2 Assessment structure by grade

Grades	Assessment practice
Pre KG	Day-to-day performance monitored and assessed informally. Term-end e-report is generated.
KG1–KG2	The assessment evaluates foundational competencies in literacy and numeracy, conceptual understanding, communication, logical reasoning and application of learning through age-appropriate tasks. Monthly e-report showing progress in each skill taught. Term-end e-report is published showing benchmarks achieved in each skill for various subjects and progress in co-curricular activities.
1–2	The assessment evaluates competencies in literacy, numeracy, scientific concepts, second language and logical reasoning. The assessment reflects the competency-based approach focusing on learning outcomes. Monthly e-report showing progress in each skill taught for various subjects. Term-end e-report showing benchmarks per skill and co-curricular progress.
3–5	Periodic tests on small portions of the syllabus (thrice in a year) **Assessment:** chapter-based assessment; notebook submission (twice a year); subject enrichment activity; computer practical; HOTs assessment in Mathematics and Science including ASSET-type questions; electives assessment; Physical Education fitness and sports assessment, IXL, open Door, STEM, ASL, reading progress, performance tasks and projects.
6–8	Unit tests on small portions of the syllabus (twice in a year); Half-Yearly examination and Yearly examination **Assessment:** chapter-based assessment; revision-based periodic assessment (twice a year); notebook submission (twice a year); subject enrichment activity; computer practical; HOTs assessment in Mathematics and Science including ASSET-type questions; electives assessment; Exquisite Mind screening for high-ability students; Physical Education fitness and sports assessment, IXL, open Door, STEM, ASL, reading progress, performance tasks and projects.
9–10	**Core:** Unit tests on small portions of the syllabus (twice in a year); First term exam (both grade 9 and 10), Half-Yearly examination and Yearly examination for grade 9; two rounds of pre-board practice tests in Grade 10. **Assessment:** chapter-based assessment; notebook submission (twice a year); subject enrichment activity; computer practical; HOTs assessment in Mathematics and Science including ASSET-type questions for grade 9; electives assessment; diagnostic test; Exquisite Mind screening for high-ability students in grade 9; Health and physical Education assessment, practicals and projects.

Grades	Assessment practice
11–12	Unit tests (twice in a year);First term exam, Half-Yearly; Yearly (in grade 11); two rounds of pre-board practice tests in Grade 12; chapter-based assessment; practicals; health and physical education assessment; other assessments specified by CBSE for the grades.

7.3 Grade 10 Board examinations

From 2026, CBSE conducts Grade 10 Board examinations in two phases, with an improvement opportunity in the second phase as per CBSE rules. The school will inform students and parents of the registration process, eligible subjects and calendar, and will plan pre-board practice so that students are prepared for both phases.

7.4 Expectations

Schools set their own marking procedures in line with CBSE guidelines. Marking schemes should be manageable for teachers and responsive to individual learning needs, show how far the learning objective has been met, motivate students and highlight the next area for learning, show students their work is valued, and inform short- and medium-term planning.

8. Recording of Assessment

Assessment is recorded in a way that is timely, authentic, detailed and easy to comprehend, so that:

- results are delivered accurately within the stipulated time frame;
- users can review performance conveniently;
- senior leaders can analyse results at all levels;
- dashboards and graphs allow the school and management to analyse results and act on them.

8.1 Method

- All assessments are recorded systematically on the school's CLP portal and the Special Programme portal.
- The form of recording follows school policy and CBSE guidelines (see the Examination Policy 2026–27).
- Each teacher maintains a file with information on each pupil in their classes, including information on Students of Determination.
- Assessment records are stored securely and shared only with authorised staff, students and parents, in line with UAE data protection requirements.

9. Tracking Student Progress and Intervention

Information from planned assessments is recorded in a systematic tracking system on CLP, with result analysis and progression graphs. This gives subject teachers, class teachers, supervisors and Headmistresses/Headmasters a clear picture of whether students are progressing at an appropriate

pace, allows teachers to identify next steps, and allows Senior Leaders to analyse data for self-evaluation and to present evidence to external agencies for inspection and accreditation.

9.1 Feedback and result generation

Results are generated through an automated tool that ensures authenticity and adherence to schedule and gives senior leaders an analytical overview of performance.

9.2 Corrective measures

Academic Supervisors analyse results to produce school-average and class-average graphs showing each student's progression. Students are categorised as **BE** (Beyond Expectations), **ME** (Meeting Expectations) or **WE** (Working towards Expectations). This data is used for:

- **Learning Support classes:** daily individual coaching to build confidence among low achievers.
- **Arabic remedial tutoring:** additional help for newly admitted students and those joining from other countries.
- **Doubt Clearing sessions:** voluntary mentoring that encourages students to manage their own learning.
- **Enrichment and extension:** challenge programmes for students working beyond expectations, including Exquisite Mind and Scholar Badge pathways.

Interventions are time-bound, recorded, and reviewed after one assessment cycle to check their impact.

9.3 Supportive measures

DPS Sharjah is a student-centred institution. To reduce pressure on students with learning difficulties, the school provides academic support such as language exemptions (Hindi, French, Arabic) where permitted, support from the Counsellor and CHILD team, and supportive assessment material. Further arrangements are in Section 15.

9.4 Reports

A detailed term e-report card is published on CLP in the student and parent logins so parents can review strengths, progress and achievements.

10. Reporting to Parents

- Reporting gives clear, positive and constructive feedback about learning and progress.
- It creates opportunities to discuss next steps between students and those who teach and support them.
- It must be manageable and proportionate while providing the necessary information.
- Parents receive term-wise information on strengths, progress and achievements through the online portal.
- At the end of the academic year, a consolidated printed report card shows the progression of all assessments together with co-scholastic grades.

- Parent-teacher meetings are held at scheduled points in the year, and parents may request additional meetings through the class teacher or supervisor.

11. Target Setting

- Curricular targets (goal setting) are set regularly by staff and students.
- Targets are specific to knowledge and skills and are derived from assessment criteria and learning ladders for each subject.
- Students must clearly understand their targets, which should be specific, measurable, attainable, relevant and time-bound.
- Student targets are set at the start of the academic year in line with the curriculum framework and outcomes in each subject.
- Targets carry a suitable level of challenge that reflects high academic expectations.
- Because targets are reported to parents, they must be realistic, avoiding targets students cannot achieve and unrealistic parental expectations.
- Targets are reviewed at least once per term.

12. Triangulation of Data

DPS Sharjah uses triangulation to validate assessment data so it can be used diagnostically to drive improvement and positive change in student outcomes. The school draws on different types of assessment, such as CAT4, ASSET, external benchmark tests and school examinations taken at different intervals (end of unit, end of term and final examination).

Triangulation looks for:

- patterns and inconsistencies across a student's responses;
- confirmation or challenge of findings from a single data source;
- achievement gaps and differences between groups of students;
- trends and progress over time;
- relationships between test data, attendance and discipline.

The data helps the school understand students' learner types, strengths, weaknesses and preferred ways of learning, and helps teachers develop learning strategies, curricular alignment, modifications to teaching, time allocation, depth of instruction and appropriate goals. Findings are reviewed by leaders at the end of each term and fed into the school improvement plan.

13. External and International Benchmark Assessments

(See the Examination Policy for full details.)

- External assessments show where students stand against international standards.
- They may be paid or unpaid and are conducted by different organisations on specific dates.
- Participation is mandatory where required by the SPEA national agenda.
- The school participates in international and national benchmark assessments as notified each year by SPEA and the Ministry of Education, which have included PIRLS (Grade 4),

ASSET (Grades 3–9), IBT Arabic (3,5,7,9), English Reading proficiency (3,5,7,9), ABT Islamic (5,7,9) TIMSS (Grades 4 and 8), PISA (age 15) and PBTS (Grade 10). The annual assessment calendar lists the exact assessments, grades and dates for 2026–27.

- **Cognitive Ability Testing (CAT4)** The Cognitive Abilities Test (GL CAT4) is a diagnostic assessment designed to help students and teachers understand how students learn and to identify academic potential. It assesses how students think in the areas that are known to make a difference to learning. CAT4 is used from Grade 3 to assess students' ability in the following reasoning aptitudes: Verbal reasoning, Quantitative reasoning, Non-verbal reasoning and Spatial ability. Students of grade 3,5,7,9 take CAT4 in Term 2 of the academic year
- Results are analysed against school, national and international benchmarks and used in triangulation and improvement planning.

14. Academic Integrity and Responsible Use of Technology

- All assessed work must be the student's own. Plagiarism, copying, impersonation and unauthorised help are breaches of academic integrity and are handled under the school's Academic Integrity and Behaviour Policies.
- Generative AI tools may be used only where the teacher has explicitly permitted them for a task. Where permitted, students must state how they used the tool. Teachers will design tasks (oral defence, in-class drafting, process evidence) that make student understanding visible.
- Digital assessments follow the school's e-safety, device and data protection rules.
- Teachers and staff must keep question papers and marks confidential until release.

15. Inclusion and Access Arrangements

- Assessment is accessible to all learners. Students of Determination receive reasonable adjustments based on their Individual Education Plan, in line with CBSE provisions for children with special needs and UAE inclusion requirements. These may include extra time, a scribe or reader, a separate room, modified papers or supportive assessment material.
- Requests for CBSE Board examination accommodations are submitted within CBSE timelines, with supporting documentation from the Inclusion team and Counsellor.
- Gifted and talented students are identified through assessment and offered extension and enrichment.
- Students new to the school, and those with limited Arabic or English, receive transition support and are assessed fairly for their language stage.
- Leaders analyse the performance of all groups each term to ensure no group is disadvantaged.

16. Moderation, Quality Assurance and Re-evaluation

- Question papers are reviewed by HoDs against the blueprint, learning outcomes and competency weightage before use.

- Marking is moderated through sampling across classes and sections in every subject, with discrepancies discussed and resolved before results are released.
- Supervisors and Vice Principals carry out regular work scrutiny, learning walks and lesson observations to check consistency of marking, feedback and use of assessment.
- Parents or students who wish to query a mark may request a review through the class teacher within the time stated in the Examination Policy. Outcomes are recorded and communicated in writing.
- Evidence of assessment practice, moderation and impact is kept in a form suitable for SPEA and other external review.

17. Policy Review

This policy is reviewed annually, and earlier if CBSE, the Ministry of Education or SPEA issues new requirements. The next review is due in March 2027. Staff will be briefed on any changes before the start of the relevant term.