



INDIAN SCHOOL

RAS AL KHAIMAH

School Assessment Policy

This policy & procedures are reviewed annually to ensure compliance with current regulations.

| Approved/ Reviewed by | |
|-----------------------|--------------------|
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| Role | Head of Assessment |
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Assessment Policy

Rationale

Our assessment approach is designed to support the holistic development of every student, ensuring alignment with the school's vision. By incorporating diverse and inclusive assessment methods, we empower students to demonstrate their learning in meaningful ways, fostering independence and self-awareness. Regular feedback and reflection encourage students to reach their full potential, helping them grow academically and personally. Our focus on values-based assessments promotes fairness, respect, and empathy, ensuring a supportive environment for all learners. Ultimately, our assessments nurture global competence, preparing students to thrive as responsible and knowledgeable citizens in a diverse world.

Aim

The policy aims to establish and evaluate the school-wide systems and processes to

- Design and implement consistent, coherent and valid assessment.
- Analyze assessment data to inform curriculum and teaching learning.
- Monitor student-learning outcomes to provide necessary interventions.
- Report detailed student outcomes to all stakeholders.

Legislation and Guidance

Assessment practices at ISRAK is aligned with

- UAE's National Agenda Parameters.
- National Education Policy, 2020, Government of India.
- Requirements of the Central Board of Secondary Education, New Delhi.

Philosophy of Assessment

At ISARK, we believe that assessments should be:

✚ Tools that enhance the learning of students in:

- Content and subject specific skills
- 21st century skills
- Personal, social and emotional learning

✚ Valid, reliable, fair and transparent.

✚ Continuous and comprehensive.

✚ Designed to meet the individual needs of students.



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What is assessment?

Assessment is the opportunity to demonstrate knowledge and abilities. Therefore, any opportunity that students have to demonstrate their learning could be deemed an 'assessment event', whereby a students' level of understanding can be judged.

An assessment event could be anything from a formal exam to a Q & A session, a pop-quiz to a role-play, a presentation to a mind-map.

One principle that is clearly agreed upon is that classroom assessment is central to the teaching and learning process. It must be collaborative and focused; assessment must be an interactive process.

Teachers need to know about their existing students' progress and next steps in learning so that they can adapt their lessons to meet their needs – needs which are often unpredictable and which vary from one student to another.

Assessment is the process by which students, teachers and parents are able to make judgements that allow them to monitor progress, evaluate the learning experience, improve planning, diagnose difficulty, identify progression, assist personalisation and improve the quality of teaching and learning.

Why do we assess?

We use student assessment in the following ways:

- Pedagogy – Evaluate achievement and inform teaching; evaluate and improve learning
Communication – Reporting and reviewing next steps
- Leadership and Management – Teacher targets, appraisals and monitoring progress

We believe the essential element of assessment is to use the data formatively in order to provide clear strategies for making progress. This is evidenced in our Reporting Points.

Assessments across the school

ASSESSMENTS IN PRIMARY, MIDDLE, SECONDARY AND SENIOR SECONDARY

Types of Assessment

Subjects are divided into 2 categories:

Category A – represents the basic subjects for all grades and includes:

PRIMARY, MIDDLE AND SECONDARY SECTION: Core Subjects: Arabic, Islamic Education, UAE Social Studies, English, Mathematics, Science. Non-Core: Information Technology /Computer science, Languages (Urdu, Hindi, Malayalam, Bengla, Tamil)

SENIOR SECONDARY SECTION: Arabic, Islamic Education, Social Studies, ICT, Computer Science, English, Math, Science (Biology, Chemistry, Physics), (Accounting, Business Studies, Economics, Environmental management, Geography, History, Psychology,



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Sociology, Travel and Tourism.) Languages (Arabic, Hindi, Malayalam, Tamil)

Category B: enhances the learning process according to standards that are appropriate to skill, age and level of the student. It includes:

Primary: Art, Physical Education and Health Education, Life Skills

Secondary: Physical and Health Education, Life Skill.

Category B subjects are not included in the students' final average.

Summative Assessment – This covers assessment events that aim to provide information about how much a student has actually learned at the end of a particular section/unit of work. Our end-of-year exams and key assessments are summative assessments.

- It targets subjects in categories A & B
- It is implemented on students from Grade 5 to 12
- Assessments based on curriculum standards implemented across the year groups.
- A percentage from this assessment is included in the EOY report

Additionally, parents will receive an update on students' progress after each Reporting Point. Parents are also sent CAT4, PT series and NGRT reports, which is personalised and individual for all students. Parents are also invited to several Parent Teacher Meetings throughout the year. Reporting data and attitude to learning forms an integral part of these.

Formative Assessment – This is the process of seeking and interpreting evidence for use by students and their teachers to decide where the students are in their learning, and identify their next steps. Formative assessment is less formal than summative assessment and therefore it is more regular.

- It targets all subjects
- It is implemented across the school.
- Carried out by teachers according to standards identified by curriculum expectations.
- A percentage from this assessment is included in the EOY report

Diagnostic Assessment – Any assessment event that seeks to identify a student's strengths and weaknesses including how they like to learn.

What are Diagnostic Assessments?

Diagnostic assessments are **pretests**.

Diagnostic tests help to tell the teacher (and the student) how much they know and don't know about an upcoming topic. This helps to inform the teacher's

lesson planning, learning objectives, and identify areas that may need more or less time spent on.

Components of a Diagnostic Assessment

- Happen at the beginning of a unit, lesson, quarter, or period of time.



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- Goal of understanding student's current position to inform effective instruction
- Identify strengths and areas of improvement for the student
- Low-stakes assessments (Usually do not count as a grade)

Difference between Diagnostic and Formative Assessments

Though both diagnostic assessments and formative assessments aim to inform teachers to instruct more effectively, they emphasize different aspects.

Diagnostic assessments analyze what students have learned in the past, many times from different teachers or classes.

Formative assessments are taken during a unit to assess how students are learning the material that the teacher has been teaching. Both are very helpful for the teacher, and the results are used to identify areas that need more attention in future instruction.

Diagnostic Assessments Examples

At the beginning of a unit on Ancient Greece, a teacher may give a pre-test to determine if the class knows the basic geography, history or culture. The class' responses will determine where the teacher begins and how much time is dedicated to certain topics. The teacher may learn from this diagnostic assessment that many students already have knowledge on cultural aspects of Greece, but know little about its history. From this, they may adjust the lesson plan to spend a bit more time on the history and origins of Ancient Greece and slightly less on culture.

Keep In Mind

Another valuable use of a diagnostic pre-test **is to give the students an idea of what they will have learned by end of the learning period. When combined with a post test, their score on a pre-test will show students just how much knowledge they have gained.** This can be a powerful practice for building esteem in students. In fact, some teachers even use the same pre-test and post-test to make this difference more evident.

This strategy provides great data on how students have progressed is a sure-tell way to measure and analyze growth over the year.

The grading scale for a diagnostic assessment is usually not based on the number of correct answers and holds little weight for a student's final grade. You might consider this type of test to be a low-stakes assessment for students.

Methods of Assessment

Teachers use a variety of methods for assessment, which include:

- Questioning and immediate verbal feedback (Across the school)
- Collaborative assessment and feedback (Unit Tests: Grade 5 to 12)
- Examinations and Key Assessments (Mid-Year/End of Year: Grade 5 to 12)
- Formative Assessment (Grade 1 to grade 4)
- Mock Examination (Grade 9 to 12) (Grade 10 and 12 November, Grade 9 and 11 January)
- Controlled assessments (Grade3 to Grade 12: ASSET, CAT4; Board Examinations)



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- Homework / coursework tasks (Grade 1 to 12)

Baseline Assessments: At the start of each year in the Primary and Secondary School, new students undertake baseline assessments including CAT4 and internal key assessments. For existing students, their grade achieved at the end of the previous year is carried over to the new academic year. The only exception is where students begin new specialist subjects. Teacher judgment, assessment and feedback for learning is also taken into consideration for outlining a baseline.

Triangulation of Assessments Over the year, teachers collect a variety of assessment data to paint a picture of a child's attainment and progress in Primary and Secondary, and used to make an overall judgement on a child's achievement.

This triangulation ensures that assessments are robust and accurate and provides support for teachers in their own formative and summative assessments.

Quality Assurance and Moderation: Quality Assurance forms an integral part of regular departmental meetings, with routine dialogue with subject HODs and SLT. With regards to assessment quality assurance, the largest focus is on the moderation of work and assessments. Following the marking and summative grading of work, departments are required to cross moderate to ensure the accuracy of grading. HODs will also take a sample selection of students to ensure this has been conducted.

Predicted Grades (Grade12): A predicted grade is based on a range of data and assessment in combination; their current attainment grade, their attitude to learning, end of year target grades.

Record Keeping

The school uses the Progress Tracker as a method for tracking assessment results and data at four data capture points throughout the year. (Reporting Points) For each data capture, teachers award a grade for each separate curriculum objective achieved from the Assessment Rubrics.

Reporting

We regularly update parents on the progress of students. There are currently two reports sent home to parents during the academic year. In most cases, these are progress reports with a summary of the key data for each subject each term. One of these is an annual written report that includes key data, plus additional comments including strengths and areas of improvement for each subject.

Pupil and Data Tracking

It is the responsibility of the SLT, HOA and HODs to provide teachers with information relating to the attainment and progress of students. Although the leaders will conduct cohort and subject analysis, it is the responsibility of Subject teachers to know and analyse the attainment and progress of students in their subjects and classes.



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This information must be used to compare attainment and progress and therefore identify key trends, specifically to different groups of learners. The different groups of learners that we track are: Male, Female, G & T, determined (SEND). Teachers and Heads of Departments must identify and apply strategies to intervene and support all students.

Feedback to Students

We believe that feedback to students is very important as it tells them how well they have done, and more importantly, what they need to do next in order to improve their work.

Teachers give students suggestions as guidance but they recognise that pupils gain most when they think things through for themselves. Having children assess their own or each other's work can be very effective as it enables them to clarify their ideas on progressing to the next step. This must be managed sensitively and carefully to avoid unhelpful comparisons. We give children verbal feedback on their work whenever possible.

Assessment in Inclusion

We adapt our assessment and expectations for 'Determined' (SEND) and ELL students where students are currently working below the expected levels. Teachers and the inclusion team track the attainment and progress of these students in a variety of ways.

Mock Examination

The school conducts mock examinations for Grades 9 to 12 to prepare students for their final and board examinations under realistic exam conditions. For Grades 10 and 12, two days of study leave are provided prior to the exams, while Grades 9 and 11 are given one day of study leave. These school-conducted mock exams help students enhance time management, answer presentation, and exam confidence. The results are analysed to identify learning gaps, guide remedial planning, and ensure that every student is academically prepared to meet the expectations of their respective grade levels.

External Assessments

We undertake a variety of external assessments, all in line with the expectations of the National Agenda Parameters set out by MOE.

All students in 3 to 10 have CAT4 data. For existing students, these are undertaken every two years, whilst new students will take a CAT4 on arrival. Where possible, these are completed by the end of September at the start of each academic year

CAT4, ASSET and Internal Test are used in triangulation to ensure we can identify potential, analyse gaps in a child's learning and understanding, and identify any barriers for learning. Students in specific Year Groups will undertake PISA and TIMSS tests. These are international benchmarking assessments in Reading, Mathematics and Science. Subject leaders for English, Math's and Science have conducted gap analysis between the School Curriculum based assessments, and PISA and TIMSS assessment criteria.



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Summative exams and its application mechanism

Assessments are unified.

Exams are conducted paper based for Grade 4 to 12, while students must be physically in schools. Implementation of assessments is linked to in school or distant learning system. (Subject to pandemic status)

Students with justified absence from EOY exams will be provided with an opportunity to take the exam at a later date.

Assessment Material

Grade 5 – 8: First Term and Final exam to include content taught during the respective terms.
Year 9 & 10: First term exam to include content taught during the term. EOY exam to include content taught during the academic year.

Students of Determination

Students who are on IEPs (adaptation/ modification) will be assessed on the same examination criteria. Students who are subject to personalized educational plans: special assessments are built for them, match the personalized educational plan for each student in all classes, and recorded manually in the system.



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Performance Assessment System for Phase 2 Students

| Grade | Subjects | Category | Assessment Weightage | | | | Student's final Score | Assessment procedures |
|------------------|--|----------|----------------------|-------------|-------------|-------------|--|---|
| | | | Term 1 | | Term 2 | | Formative 1 + Formative 2+ Formative 3+ Formative 4 | |
| | | | Formative 1 | Formative 2 | Formative 3 | Formative 4 | | |
| 1 2 3 4 | Arabic, Islamic Education, UAE Social Studies English Mathematics, Science, Social Science, Second Language | A and B | 25% | 25% | 25% | 25% | Sum of all formative assessments | <p>Formative assessment: determined by central standards</p> <p>Conducted on paper base.</p> <p>Students of determination are to be assessed based on needs and considerations of each case, according to the individual educational plan (adjustment of the curriculum/ modification of the curriculum).</p> |



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| Grade | Subjects | Category | Assessment Weightage | | | | Student's final Score | | Assessment procedures |
|-------|--|----------|----------------------|-----------|-----------|-----------|---------------------------|---------------------------|---|
| | | | Term 1 | | Term 2 | | Formative | Summative | |
| | | | Formative | Summative | Formative | Summative | | | |
| 5 | Arabic, Islamic Education, UAE Social Studies English Mathematics, Science, Social Science, Second Language | A and B | 10% | 40% | 10% | 40% | TERM1 50% +TERM 2 -50% | TERM1 40% +TERM 2 -40% | <p>Formative assessment: determined by central standards</p> <p>Summative assessment: for category A subjects, and category B subjects, applied according to a timetable to be announced during the 2 terms.</p> <p>Conducted on paper base.</p> <p>Students of determination are to be assessed based on needs and considerations of each case, according to the individual educational plan (adjustment of the curriculum/ modification of the curriculum).</p> |



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Promotion Bases & Rating Scales of Performance Levels – Phase 2

| Minimum & maximum marks for subjects of all streams | | | |
|---|------------|-----------|--|
| Grade | subjects | Max. mark | Min. mark (passing grade) |
| 1-12 | Category A | 100 | <ul style="list-style-type: none"> • 40 FOR UAE SOCIAL STUDIES • 50 FOR ARABIC AND ISLAMIC EDUCATION |
| | Category B | 100 | 33 |

| Grade | Promotion Condition | Repeating the grade (retention) |
|-------|--|--|
| 1-12 | <ul style="list-style-type: none"> • If the student undergoes all assessment procedures during his attendance for at least 2 terms (semesters) • If the student attends at least 75% of school days, or assessment procedures in the 2 terms of the academic year. | In case of failure to achieve the two conditions of promotion. |
| 1-12 | <ul style="list-style-type: none"> • Passed all subjects in category A, and B by achieving at least the minimum mark. | Failure to pass any of category A subjects after the resit exam (<u>students have only one chance to take the resit exam</u>). |

Rating Scales of Performance Levels

| Grade | Stream | Rating Scale | | | | | | | |
|-----------|---------|--------------|---------|---------|---------|---------|---------|---------|----------|
| | | A1 | A2 | B1 | B2 | C1 | C2 | D | E |
| 1-2-3-4-5 | General | A1 | A2 | B1 | B2 | C1 | C2 | D | E |
| | | 91 - 100 | 81 - 90 | 71 - 80 | 61 - 70 | 51 - 60 | 41 - 50 | 33 - 40 | BELOW 33 |



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Performance Assessment System for Phase 3 Students

| Grade | Subjects | Category | Assessment Weightage | | | | Student's final Score | | Assessment procedures |
|-------|--|----------|----------------------|-----------|-----------|-----------|---------------------------------|---------------------------------|---|
| | | | Term 1 | | Term 2 | | Formative | Summative | |
| | | | Formative | Summative | Formative | Summative | | | |
| 6 | Arabic, Islamic Education, UAE Social Studies English Mathematics, Science, Social Science, Second Language | A and B | 20% | 80% | 20% | 80% | TERM1 50% +TERM 2 -50% | TERM1 40% +TERM 2 -60% | <p>Formative assessment: determined by central standards</p> <p>Summative assessment: for category A subjects, and category B subjects, applied according to a timetable to be announced during the 2 terms.</p> <p>Conducted on paper base.</p> <p>Students of determination are to be assessed based on needs and considerations of each case, according to the individual educational plan (adjustment of the curriculum/ modification of the curriculum).</p> |
| 7 | | | 20% | 80% | 20% | 80% | TERM1 50% +TERM 2 -50% | TERM1 30% +TERM 2 -70% | |
| 8 | | | 20% | 80% | 20% | 80% | TERM1 50% +TERM 2 -50% | TERM1 20% +TERM 2 -80% | |



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Performance Assessment System for Phase 4 Students

| Grade | Subjects | Category | Assessment Weightage | | | | Student's final Score | | Assessment procedures |
|---------|--|----------|----------------------|-----------|-----------|-----------|-----------------------|-----------|---|
| | | | Term 1 | | Term 2 | | Formative | Summative | |
| | | | Formative | Summative | Formative | Summative | | | |
| 9,10 | Arabic, Islamic Education, UAE Social Studies | A | 20% | 80% | 20% | 80% | 20% | 80% | <p>Formative assessment: determined by central standards</p> <p>Summative assessment: for category A subjects, and category B subjects, applied according to a timetable to be announced during the 2 terms.</p> <p>Conducted on paper base.</p> <p>Students of determination are to be assessed based on needs and considerations of each case, according to the individual educational plan (adjustment of the curriculum/ modification of the curriculum).</p> |
| 11, 12 | Arabic, Islamic Education, | A | 20% | 80% | 20% | 80% | 20% | 80% | |
| 9, 10* | English Mathematics, Science, Social Science, Second Language Information technology | B | 20% | 80% | 20% | 80% | 20% | 80% | |
| 11, 12* | Accountancy, Business studies Economics | B | 20% | 80% | 20% | 80% | 20% | 80% | |
| 11, 12* | Physics, Chemistry, Biology, Computer Science, Physical Education Web Application | B | 30% | 70% | 30% | 70% | 30% | 70% | |

*GRADE 10 and 12 Final Assessment conducting by CBSE board (20/30 project or practical Examination + 70/80 Theory Examination)



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Promotion Bases & Rating Scales of Performance Levels –
Phase 3 and 4

Promotion Bases – Grade 5 to 12

| Grade | Promotion bases | Re-examination Year 7-12 |
|-------------|---|---|
| 4-12 | Passed in all subjects by achieving at least the minimum mark | Students have only one chance to do the re- examination if they do not achieve the minimum mark in EOY exam |

Minimum & maximum marks for all subjects

| Grade | Subjects | Max. mark | Min. mark |
|-------|--------------|-----------|---|
| 3-10 | Category A/B | 100 | 50 Arabic, Islamic 40 in UAE 33 in all other subjects |

Rating Scales of Performance Levels

| Grade | Stream | Rating Scale | | | | | | | |
|-----------|---------|--------------|---------|---------|---------|---------|---------|---------|----------|
| 1-2-3-4-5 | General | A1 | A2 | B1 | B2 | C1 | C2 | D | E |
| | | 91 - 100 | 81 - 90 | 71 - 80 | 61 - 70 | 51 - 60 | 41 - 50 | 33 - 40 | BELOW 33 |



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Roles and Responsibilities

The following are the roles and responsibilities of various stakeholders:

Governors

- Review and approve assessment policies and procedures.
- Monitor school performance through assessment data.
- Ensure accountability for student progress and achievement.
- Support strategic decisions regarding curriculum, interventions, and resource allocation.
- Engage in discussions regarding benchmarking and external assessment outcomes.

Senior Leadership Team (SLT)

- Oversee the implementation of the assessment policy across the school.
- Ensure alignment of assessments with curriculum and strategic goals.
- Monitor school-wide performance trends and intervention effectiveness.
- Support professional development initiatives related to assessment.
- Ensure effective communication of assessment outcomes to staff, students, and parents.

Head of Assessment and Data

- Ensure assessment outcomes link directly to curriculum expectations and are benchmarked against national and relevant international standards.
- Ensure that teachers, learners and parents understand the system of assessments.
- Establish effective systems to track individual learner's attainment and progress, both academic and personal to maximize learning for all students.
- Ensure systematic analysis and triangulation of assessment data to identify patterns, trends, and areas of improvement.
- Identify learners' achievement gaps as well as reflect on possible causes for these gaps.
- Lead on all aspects of internal assessments, ensure recording of meaningful data and provide analytical summary on performance measured against key performance indicators.
- Lead on school wide conduct and analysis of data from external benchmarking examinations, including CAT 4, ASSET, TIMSS, PISA, and PIRLS.
- Ensure that all staff, students and parents have an accurate analysis of student data on progress and attainment.
- Coordinate with Heads of Department to ensure that assessments are valid and rigorous.
- Collaborate with Grade Supervisors to ensure that they can effectively disseminate data, actions and development plans to other staff.
- Coordinate and facilitate the implementation of School Report Cards.
- Conduct Professional Development programs for staff on topics relevant to assessment.



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- Promotes internal and external communication of assessment results.

Heads of Departments

- All Heads of departments should:
- Demonstrate, to the teachers, effective conduct of formative assessments in their classes.
- Suggest and help design, wherever necessary, tasks to assess subject specific skills, content, 21st century skills and personal social emotional development in the learners.
- Suggest modifications in tasks as per the need, as the term progresses, to plug in the gaps in learning at the grade levels.
- Encourage regular feedback from teachers and review assessment tasks wherever required.
- Assist teachers to analyze their assessment data and plan interventional strategies.
- Use assessment data to plan the next steps in the teaching-learning process, guide and provide additional support where needed, to teachers in this regard.
- Analyze the results from the external examinations and use this data to work on the department development plan.
- Analyze data from internal and external assessments to inform curriculum planning.
- Collaborate with the Head of assessment and data to conduct subject specific workshops.

Supervisors

- All Supervisors should:
- Demonstrate in their classes, a range of methods and tools to ensure clarity in instruction to the teachers regarding conduct of formative assessments.
- Monitor the conduct of assessments in the section and take regular feedback from the teachers and students.
- Ensure regular communication between the parents and teachers to strengthen support rendered to the low achievers.
- Arrange for regular peer observation so that all teachers align well to the idea of ongoing assessments.
- Suggest modifications in tasks as per the need, as the term progresses, to plug in the gaps in learning at the grade levels.
- Ensure timely implementation of interventional strategies in the section.
- Inform the need for in house training/workshops for assessments to the Head of assessment and data.
- Use the results from the analysis of internal and external examinations to work on the section development plan.
- Heads of Section
- All Heads of Section should:
- Effectively demonstrate planning of tasks and the use of tools in order to conduct the formative assessments in their lessons.



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- Remain responsible for the implementation of assessment policy in their section.
- Ensure that information on pupil progress used to improve teaching and learning in the section and to inform curriculum planning in the subjects.
- Oversee the planning and allocation of resources designed to facilitate the effective conduct of assessments.
- Provide guidance and support to faculty in implementing schemes of work as per the guidelines of the policy.
- Ensure that arrangements are in place for the identification and support of children of all abilities.

Teachers

All teachers should:

- Adopt a range of methods and tools to ensure that students' learning and progress in lessons, over a unit of study, term and academic year assessed accurately.
- Design formative assessment tasks that develop and assess subject specific skills, content, 21st century skills and personal social emotional development.
- Share rubrics prior to students undertaking tasks with expectations clearly stated.
- Use assessments to build student confidence, motivation and self-esteem towards academic learning.
- Mark students' work with diagnostic comments, where appropriate.
- Encourage students to take responsibility for their own learning through self/peer assessment.
- Encourage students to analyze their assessment data to set goals, understand their areas of strength and development, next steps towards learning.
- Use assessment data to inform teaching learning, provide additional support where needed by students who are at risk of underachieving.
- Analyze students' CAT4, internal and ASSET scores and use this data to inform teaching learning.
- Design appropriate assessment of learning based on curriculum standards to measure student attainment.
- Share accurate marking schemes for AoLs enabling students to understand their errors.
- Enter marks and grades in assessment drive to track student attainment and progress.
- Analyze data from internal and external assessments to inform curriculum planning.
- Report assessment outcomes and provide feedback to students and parents.
- Role of Students:
 - All students should:
 - Understand the assessment rubric and participate actively in assessment opportunities in lessons.
 - Take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers.



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- Support other students constructively when involved in peer assessment.
- Be respectful and responsible with peer feedback.
- Engage in self-reflection and regularly review their learning journey.
- Set their learning goals and strive to become independent learners.
- Actively participate in all activities to promote their emotional, social and personal well being