

GLS ASSESSMENT POLICY

2026

APPROVED BY:



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ASSESSMENT PHILOSOPHY

At GEMS Legacy School, Dubai, assessment and instruction are regarded as interdependent elements that form the foundation of effective teaching and meaningful learning. The school's assessment practices support the entire learning continuum by providing multiple opportunities for students to demonstrate understanding, apply knowledge, and develop essential skills.

Assessment at GEMS Legacy School is continuous and cyclical, involving the systematic gathering, analysis, reflection, and use of evidence to enhance student learning and inform instructional practice. It supports subject-specific knowledge acquisition, conceptual understanding, and the development of effective approaches to learning, while also guiding school-wide decision-making and policy implementation.

The school places equal importance on learning outcomes and the learning process. Teachers, students, and parents work collaboratively to monitor, document, measure, and adapt learning. Students are encouraged to actively reflect on their progress, respond to feedback from teachers and peers, and set SMART goals, ensuring that assessment serves as a tool for growth, critical thinking, and the development of lifelong learners.

AIMS

The assessment policy at GEMS Legacy School provides a structured framework for assessment, evaluation, and reporting practices across the school. It aims to enhance student learning, monitor progress, and generate reliable data to track achievement over time. The policy also supports collaborative engagement between students, parents, and teachers while strengthening instructional planning and teaching effectiveness.

This policy seeks to:

- Establish consistent, coherent, and valid assessment practices aligned with curriculum expectations.
- Utilize assessment data to inform curriculum planning and teaching strategies.
- Monitor student learning outcomes and implement targeted interventions when required.
- Ensure streamlined, transparent assessment processes that support high-quality education for all students.

OBJECTIVES

Assessment at GEMS Legacy School is designed to strengthen teaching and learning through the following objectives:

Supporting Teaching and Instruction

- Inform lesson planning and classroom practices.
- Enable teachers to evaluate and refine instructional strategies.
- Measure the effectiveness of teaching methodologies and interventions.

Monitoring Student Progress and Achievement

- Track student attainment and progress over time.
- Maintain accurate and comprehensive records of student

performance.

- Analyze assessment data at individual, class, and whole-school levels, including benchmarking against national standards.

Addressing Diverse Learning Needs

- Support differentiated teaching to meet varied learner profiles.
- Provide appropriate support for students of determination and those who are exceptionally able.
- Facilitate early identification and intervention for students experiencing learning challenges.

Promoting Student Ownership of Learning

- Provide timely and constructive formative feedback.
- Encourage active student participation through self-assessment and peer assessment.
- Support students in setting goals and taking responsibility for their learning journey.

Strengthening Home-School Partnerships

- Promote effective communication between teachers and parents regarding student progress and development.
- Provide clear and constructive reporting on student performance, targets, and next steps for improvement.

TYPES OF INTERNAL ASSESSMENT

DIAGNOSTIC ASSESSMENTS

- One form of diagnostic assessments is conducted at the beginning of a unit in the form a pre-test for all students. These tests aim to gauge the prior attainment, knowledge, and skills of the student.
- Another form of the diagnostic assessments is conducted at the beginning of an academic year for new admissions. They help to diagnose what the student already knows and where he/ she needs help.

FORMATIVE ASSESSMENTS

- The formative assessments are also referred to as Assessments for Learning (AFL).
- The assessments refer to any process by which pupils are made aware of how they can make progress.
- The teachers using the results of the formative assessments are able to decide where the learners are, where they need to go and how best they can get there.
- It is an on-going process and happens during the process of teaching.

SUMMATIVE ASSESSMENTS

- The summative assessments are also referred to as Assessments of Learning (AOL).
- The summative assessments are given periodically to determine at a particular point in time what students know.

- The types of summative assessments are periodic tests, half yearly exam and the yearly or annual exam.

SELF AND PEER ASSESSMENTS

- Students take responsibility for their own learning.
- Students will be involved in assessing their own work and each other's work.
- Students are encouraged to identify their areas of development.

TECHNIQUES / STRATEGIES FOR ASSESSMENT

- Focused or Structured Teacher Observations - observing a child or a group of children at an activity recording structured observations and monitoring student progress.
- Discussion/conferencing - talking to and questioning the children about their work and setting targets for future work.
- Summative Assessments (Assessment of Learning) - evaluating students' performance against the school's bespoke CBSE curriculum standards. These include Periodic Tests, Term examinations, Half-Yearly Examinations, Yearly examinations, Rehearsal Examinations and CASE examinations.
- Pre-tests and post-tests during a lesson.
- Effective Questioning.
- Self and Peer Assessments- students assess their own and each other's work.
- Role Play / Group Discussions / Collaborative work.
- Projects and Presentations - evaluating with the child the outcome or end product - writing, drawing, diagram, model charts, etc.
- Multiple Choice Questions / Quizzes.
- Rubrics and Exit Tickets
- Teacher-designed tests and tasks.
- Mindful Marking and Feedback with D.I.R.T (Dedicated / Directed Improvement and Reflection Time).
- Student Portfolios of work.
- Staged assessments at the end of blocks of work.
- Mental Math Tests.
- Standardized Tests.

THE SYSTEM OF EVALUATION

A. KINDERGARTEN

Kindergarten at GEMS Legacy School provides a nurturing and stimulating environment where children explore, interact, and develop confidence, independence, and foundational skills. As this stage forms the basis of lifelong learning, the curriculum is theme-based, activity-oriented, and delivered through multi-sensory learning experiences. The programme focuses on developing Language and Communication, Numeracy, Gross and Fine Motor Skills, Social and Emotional Development, and Creative and Rhythmic Skills.

Assessment in Kindergarten is continuous, holistic, and developmentally appropriate. It is designed to monitor individual student progress, inform teaching practices, and support personalized learning pathways. A comprehensive record of each child's progress is maintained through

ongoing oral and written activities, and parents are regularly informed about their child's development.

Formative Assessment

Formative assessment forms the core of evaluation in kindergarten and is conducted through:

- Daily teacher observations and structured classroom interactions.
- Collaborative and play-based learning activities.
- Success criteria checklists to monitor skill development.

Immediate feedback from formative assessments enables teachers to provide targeted support and enrichment, ensuring that the learning needs of all students are effectively addressed.

Summative Assessment

Summative assessments are conducted through Graded Assessment Tests (GAT), administered in small groups to ensure authentic and developmentally appropriate evaluation. These assessments provide opportunities for students to demonstrate their understanding of key concepts and skills acquired during the learning cycle.

Student Self and Peer Assessment

Kindergarten students are encouraged to develop early self-reflection skills through the Five-Finger Mastery Scale, adapted from Marzano's Mastery Levels. This tool enables students to recognize their progress and take ownership of their learning.

Assessment for Learning (AFL) strategies such as traffic lights, thumbs up, and smiley indicators are used to support peer and self-assessment. These visual and age-appropriate tools help students provide and receive constructive feedback.

Use of Assessment Data

Digital assessment tools such as Level Up, an adaptive reading platform, are used alongside internal assessment data to monitor student competencies and track progress. The analysis of this data supports informed instructional planning and ensures timely intervention and enrichment opportunities.

B. PRIMARY

Assessment in the Primary School is designed to support holistic student development and is aligned with the National Education Policy (NEP) 2020, CBSE guidelines, and UAE Ministry of Education requirements. Assessment practices integrate formative and summative approaches and reflect international best practices to ensure meaningful learning and accurate evaluation of student progress.

Assessment in Grades 1 – 2

In accordance with NEP 2020, assessments in Grades 1 and 2 follow a continuous, formative, and developmentally appropriate approach. Assessment is embedded within daily teaching and learning experiences as students consolidate foundational concepts and skills.

Graded Assessment Tasks (GAT) are conducted after teaching and reinforcing key concepts to measure student

understanding and progress, identify learning gaps, and inform targeted interventions and support, using diverse formats such as class discussions, oral responses, written tasks, quizzes, group activities, projects, learner-created artefacts, reading comprehension, and work samples. Students participate in a minimum of two age-appropriate projects each quarter, incorporating cross-curricular learning and Moral, Social, and Cultural Studies (MSCS) themes. Formal announced test schedules are not followed in Grades 1 and 2, ensuring assessments remain integrated, child-centered, and stress-free.

Assessment in Grades 3 – 5

Assessment practices in Grades 3 to 5 continue to build on formative learning while gradually introducing structured summative evaluations. Summative assessments are conducted through internal Term examinations for students in Grades 3 to 5, held three times annually.

C. MIDDLE SCHOOL

Assessment in Middle School is designed to monitor learning continuously, provide timely feedback, and support holistic student development across scholastic and co-scholastic domains. Both scholastic and co-scholastic areas are assessed through periodic assessments, subject enrichment activities, and internal examinations. Students in Grades 6 to 8 undertake a total of four summative assessments per academic year—two Periodic Tests, Half-Yearly Examinations and Yearly Examinations.

D. SECONDARY AND SENIOR SECONDARY SCHOOL

Assessment practices in Secondary and Senior Secondary School align with CBSE guidelines and follow a structured approach to ensure consistency, transparency, and preparedness for board examinations. The CBSE-aligned assessment pattern for Grades 9 – 12 follows the CBSE framework for internal and external evaluation. Students undertake regular internal assessments, including formative tasks, periodic tests, assignments, projects, and practical evaluations, while summative examinations are conducted as per the CBSE schedule, with Grades 10 and 12 also appearing for external Board Examinations in addition to internal exams throughout the academic year. Assessment is holistic, encompassing both scholastic subjects (core and elective) and co-scholastic areas such as Life Skills, Work Education, Physical Education, and Art Education, where applicable.

E. STANDARDIZED TESTS

GEMS Legacy School conducts a range of standardized and international benchmark assessments to support student learning, curriculum planning, and school improvement. These assessments provide insights into students' cognitive potential, academic achievement, and skill development over time and are conducted in alignment with the UAE National Agenda.

These assessments are designed to:

- Establish baseline data on students' cognitive abilities and academic achievement and track progress over time.
- Support teachers and school leaders in aligning student achievement with cognitive potential.
- Integrate with internal attainment data to inform teaching strategies and interventions.
- Support whole-school self-evaluation, curriculum

enhancement, and alignment with KHDA priorities.

Cognitive and Skills-Based Assessments

- CAT4 (Cognitive Abilities Test – Fourth Edition): Administered to all students from Grade 1 onward every alternate year; identifies students' cognitive strengths and informs individual targets, groupings, and targeted interventions.
- EARN (Early assessments for Reading and Numeracy): Administered in KG-2 and Grade 2 with a focus on foundational skills to inform instruction, utilizing one-on-one, observation, and computer-adaptive tools. Key areas include letter-sound recognition, phonics, blending, and comprehension for reading, alongside number identification, counting, and basic operations for numeracy.
- ASSET (Assessment of Scholastic Skills through Educational Testing): Administered to students from grade grades 3 – 9; A skill-based diagnostic test in English, Mathematics, and Science. Provides feedback on vocabulary, comprehension, conceptual understanding, and application.
- Taqaddum Education– Arabic: Administered to students from grades 3 – 9 Measures Arabic language proficiency and provides comparative performance data for curriculum planning.

International Benchmark Assessments

The school participates in internationally recognized assessments to evaluate student performance against global standards:

- TIMSS (Trends in International Mathematics and Science Study): Administered in Grades 4 and 8 to monitor trends and benchmark achievement in Mathematics and Science globally.
- PIRLS (Progress in International Reading Literacy Study): Conducted in Grade 4 to provide comparative data on reading literacy and inform teaching and learning strategies.
- NGRT (New Group Reading Test): Administered in Grades 1–10, with three adaptive termly forms (A, B, and C), measuring reading skills against national averages and identifying areas for intervention.
- NGMT (New Group Maths Test): Administered for Grades 1–6, with two adaptive termly forms (A and B), measuring mathematical skills and attainment in students.
- PISA (Programme for International Student Assessment): Administered to 15-year-old students to assess reading, mathematics, and science literacy in real-life problem-solving contexts for international benchmarking.

Wellbeing and Social-Emotional Assessments

GEMS Legacy School monitors student wellbeing from KG2 through Grade 12 using Komodo Wellbeing, conducted monthly, and the Pupil Attitudes to School and Self (PASS) survey, administered annually. Data from these assessments are triangulated with internal and external academic performance data to inform personalized interventions, support social-emotional development, and guide targeted strategies for each student. This integrated approach ensures that academic, emotional, and personal growth are considered holistically in planning and decision-making.

THE MODERATION PROCESS

We follow a rigorous three-tiered moderation process to ensure clarity, consistency, and fairness in assessment.

STAGE 1 - MODERATING THE QUESTION PAPER

Teacher

Step 1 - Sets the Question Paper

Step 2 - Checks the portion and marks weightage

Step 3 - Discusses with the same grade subject teachers

Moderator

Step 4 - Quality assures the paper

Step 5 - Checks the marking scheme and approves the paper.

Step 6 - Submits the paper to the Head of Department

Head of Department

Step 7 - Receives the paper from the moderator

Step 8 - Evaluates the paper's weightage of marks and complexity, and suggests revisions if necessary

Step 9 - Submits the paper to the Dean of Studies

Step 10 - The Dean of Studies approves the paper and suggests revisions if necessary

Step 11 - The Dean of Studies sends the approved paper to the Head of Phase for printing.

STAGE 2 - MODERATING THE MARKING SCHEME

Teacher

Step 1 - Collection of answer scripts post the examination.

Step 2 - Random selection of 3-4 answer scripts from a given section.

Step 3 - Paper moderation involving fellow grade-level subject teachers and the Head of Department.

Step 4 - Discuss and come to a consensus about the identified variations

Step 5 - Modify the marking scheme

Step 6 - Share the moderated marked scheme with the Head of Department

Head of Department

Step 7 - Provides the final decision on identified variation issues during the moderation process

Step 8 - Shares the final decision and moderated marking scheme with the Head of Phase and the Head of Assessment.

Head of Assessment

Step 9 - Records and monitors the moderation process at every grade level.

Step 10 - Provides solutions to issues that have been escalated.

STAGE 3 - MODERATING THE ANSWER SCRIPTS

Teacher

Step 1 - Collection of answer scripts post the examination.

Step 2 - Completes correction as per the moderated marking scheme.

Step 3 - Informs the moderator to collect the papers.

Moderator

Step 4 - Collects the corrected answer scripts for moderation.

Step 5 - Selects samples from each section in the ratio of 1:10.

Step 6 - Evaluates the correction against the modified marking scheme

Step 7 - Prepares a report highlighting the noted discrepancies for the Head of Department, the Head of Assessment and the Dean of Studies

Head of Department

Step 8 - Receives the report from the Moderator.

Step 9 - Reviews and decides future actions and interventions for extreme variation issues. The intervention is dependent on the nature of the variation, for example, recorection of the complete set.

Step 10 - Green lights distribution of the answer scripts to the students.

RECORDING

Teachers use records to review students' progress, set appropriate targets for the future, and form the basis of reports. Records are kept in many ways. These include:

- Teacher Log / Assessment Tracker
- Student sample work
- Teacher's Notes e.g. significant outcomes
- Teachers' Anecdotal Records
- GEMS PHOENIX Portal
- Records of self and peer assessment
- Running records of Reading (Levelup & Achieve3000)
- MindSpark Reports
- Open Door Mastery Assessment report
- ASSET report
- NGRT report

REPORTING

At the beginning of each term, parents are provided with the planned objectives for all areas of the curriculum. Formative feedback on student work, including written tasks, projects, and assignments is shared on an ongoing basis to keep parents informed of progress.

Formal progress updates are provided each term through Open House interactions or scheduled parent-teacher meetings. Additionally, parents may request meetings with teachers or school leadership at any mutually convenient time to discuss their child's progress or concerns. Teachers

will also initiate meetings if they have concerns about a student's learning or development.

Annual reports are made available online and provide a detailed overview of student performance across scholastic, co-scholastic, and wellbeing domains. Teachers highlight areas for growth, set achievable targets, and collaborate with parents and students to ensure shared understanding and active support for continued learning and improvement.

REPORTS FOR KG - GRADE 5

The Criterion Based Mastery Assessment is a research-backed tool based on Marzano's Mastery Level framework that supports a competency-based approach to education, where student progression is determined by the demonstration of proficiency in defined knowledge and skills rather than time spent in instruction. Students from KG to Grade 5 are assessed

using this Criterion-Based Mastery assessment (CBMA), thus evaluating their performance against clearly defined criteria aligned with the knowledge, skills, and attributes they are expected to develop. This approach allows teachers to determine whether students have achieved the expected learning outcomes, identify any gaps in understanding, and provide targeted support where needed. By focusing on mastery rather than comparison, CBMA promotes a less competitive and more inclusive learning environment, ensuring a well-rounded and comprehensive evaluation of each student's work.

The focus and vision of the revamped evaluation mechanism are to assess the development of key skills, often called "21st-century skills," such as critical thinking, research, technology, problem-solving, communication, collaboration, creativity, and innovation.

THE CRITERION-BASED MASTERY ASSESSMENT RUBRIC

CRITERION BASED MASTERY ASSESSMENT

LEVEL OF MASTERY	DESCRIPTOR
<p>EXEMPLARY</p> <p>Arabic/Islamic Studies (81% - 100%)</p> <p>Moral Social Cultural Studies (81% - 100%)</p> <p>Other Subjects including co-scholastic subjects (81% - 100%)</p>	<p>Students at this level demonstrate an exemplary degree of mastery beyond curriculum standards.</p> <p>Students at this level consistently demonstrate almost all of these learning skills.</p> <ul style="list-style-type: none"> Critical thinking, research, using innovative strategies independently and communicating learning skilfully. Collaborate and make meaningful real-life, cross-circular connections to transfer learning in a wide range of contexts. Use technologies ethically, independently and in a new ways to optimise learning. Take responsibility for their own learning and work on targeted actions towards the next steps.
<p>PROFICIENT</p> <p>Arabic/Islamic Studies (71% - 80%)</p> <p>Moral Social Cultural Studies (71% - 80%)</p> <p>Other Subjects including co-scholastic subjects (71% - 80%)</p>	<p>Students at this level demonstrate an high degree of mastery above curriculum standards.</p> <p>Students at this level frequently demonstrate almost all of these learning skills.</p> <ul style="list-style-type: none"> Critical thinking, research, using innovative strategies independently and communicating learning purposefully. Collaborate and make meaningful real-life, cross-circular connections to transfer learning in a range of contexts. Use technologies ethically, independently to optimise learning. Take responsibility for their own learning and act purposefully to improve learning.
<p>APPROACHING</p> <p>Arabic/Islamic Studies (55% - 70%)</p> <p>Moral Social Cultural Studies (51% - 70%)</p> <p>Other Subjects including co-scholastic subjects (51% - 70%)</p>	<p>Students at this level demonstrate mastery in line with the curriculum standards.</p> <p>Students at this level generally demonstrate most of these learning skills.</p> <ul style="list-style-type: none"> Critical thinking, research and using innovative strategies and communicating learning appropriately. Collaborate and make meaningful real-life, cross-circular connections in familiar contexts. Use technologies ethically to enhance learning. Take responsibility for their own learning and take actions to improve learning with limited guidance.
<p>DEVELOPING</p> <p>Arabic/Islamic Studies (50% - 54%)</p> <p>Moral Social Cultural Studies (40% - 50%)</p> <p>Other Subjects including co-scholastic subjects (33% - 50%)</p>	<p>Students at this level demonstrate a limited degree of mastery and develop towards curriculum standards.</p> <p>Students at this level occasionally demonstrate some of these learning skills.</p> <ul style="list-style-type: none"> Basic research and communicating learning in limited ways. Attempt to collaborate and make a few real-life connections. Use technologies ethically to support learning. Take responsibility for their own learning with peer support and teacher interventions.
<p>EMERGING</p> <p>Arabic/Islamic Studies (<=49%)</p> <p>Moral Social Cultural Studies (<=39%)</p> <p>Other Subjects including co-scholastic subjects (<=32%)</p>	<p>Students at this level are beginning to develop their knowledge, skill and understanding of curriculum standards.</p> <p>Students at this level beginning to demonstrate a few of these learning skills.</p> <ul style="list-style-type: none"> Communicate learning in limited ways with support. Collaborate and make real-life connections in simple ways. Use technologies ethically to support learning. Take responsibility for their own learning through planned interventions and assertive mentoring.

- The Criterion-Based Mastery Assessment uses Mastery Levels such as Exemplary, Proficient, Approaching, Developing, and Emerging that correlate to percentage ranges and these ranges may differ for various subjects.
- For example, in the 'Approaching' Mastery Level, the percentage range for Arabic and Islamic studies is 55-70%, while for Moral Social Cultural studies it is 51-70% as per the Ministry of Education, and percentages for other subjects including co-scholastic are as per CBSE guidelines.
- Each mastery level is representative of the degree of mastery attained by the students concerning the curriculum standards or learning goals. The words highlighted in yellow are indicative of mastery levels. The words highlighted in green are indicative of student performance concerning the curriculum standards. For example, a student must perform beyond curriculum standards to be at the exemplary mastery level.
- The words highlighted in red are indicative of the number of times students demonstrate the learning skills. For example, a student at the exemplary mastery level must consistently demonstrate the skills in all aspects of their learning and assessment.
- The skills mentioned in the rubric are tested not only through periodic paper-based exams but also through Graded Assessment Tasks or GATs such as projects, collaborative activities, external evaluations, and e-resources, to name a few. The subject teachers have created an internal assessment tracker to constantly monitor and evaluate student performance in the GATs.

Formal assessment reports will be graded using the scale given below:

ARABIC / ISLAMIC STUDIES	
Levels of Mastery	Percentage Mark
Exemplary	81% - 100%
Proficient	71% - 80%
Approaching	55% - 70%
Developing	50% - 54%
Emerging	<=49%

MORAL SOCIAL CULTURAL STUDIES	
Levels of Mastery	Percentage Mark
Exemplary	81% - 100%
Proficient	71% - 80%
Approaching	51% - 70%
Developing	40% - 50%
Emerging	<=39%

ENGLISH, MATHEMATICS, SCIENCE, SECOND LANGUAGE, INDIAN SOCIAL STUDIES	
Levels of Mastery	Percentage Mark
Exemplary	81% - 100%
Proficient	71% - 80%
Approaching	51% - 70%
Developing	33% - 50%
Emerging	<=32%

CO-SCHOLASTIC SUBJECTS	
Levels of Mastery	Percentage Mark
Exemplary	81% - 100%
Proficient	71% - 80%
Approaching	51% - 70%
Developing	33% - 50%
Emerging	<=32%

GRADE 6 - 10

The assessment scheme for all scholastic subjects comprises an 80-mark component and a 20-mark Internal Assessment component, both of which are assessed internally. The mark distribution may vary for skill subjects, unless specified otherwise.

Students are required to secure a minimum of 33%.

For Class X the Board Examination will cover the entire syllabus of Class-X as per syllabus for each subject.

Grade Scale for Scholastic Areas:

ARABIC / ISLAMIC STUDIES	
Grade	Percentage
A1	91 - 100
A2	81 - 90
B1	71 - 80
B2	61 - 70
C	55 - 60
D	50 - 54
E	BELOW 50

UAE SST / MORAL EDU

Grade	Percentage
A1	91 - 100
A2	81 - 90
B1	71 - 80
B2	61 - 70
C	51 - 60
D	40 - 50
E	BELOW 40

OTHER SUBJECTS

Grade	Percentage
A1	91 - 100
A2	81 - 90
B1	71 - 80
B2	61 - 70
C1	51 - 60
C2	41 - 50
D	33 - 40
E	32 & Below

CO-HOLASTIC AREA (*5 POINT SCALE)

Grade	Scale	Description
A	5	Outstanding
B	4	Very Good
C	3	Good
D	2	Fair
E	1	Needs Improvement

Grades 11 – 12

The Assessment scheme will have theory, internal assessment or practical components as per syllabus given for each subject. Board will conduct Annual examinations for class XII.

For Class XII the Board Examination will cover the entire syllabus of Class-XII as per syllabus for each subject. Grades shall be awarded on the basis of 9-point grading system in each elective subject.

For awarding the grades, the Board will put all the passed students in a rank order and will award the grades as follows:

A-1	Top 1/8th of the passed candidates.
A-2	Next 1/8th of the passed candidates.
B-1	Next 1/8th of the passed candidates.
B-2	Next 1/8th of the passed candidates.
C-1	Next 1/8th of the passed candidates.
C-2	Next 1/8th of the passed candidates.
D-1	Next 1/8th of the passed candidates.
D-2	Next 1/8th of the passed candidates.
E*	*Essential Repeat

ROLES AND RESPONSIBILITIES

ROLES AND RESPONSIBILITIES OF SLT

The Principal, Vice-Principal and SLT will:

- Ensure a coherent strategy for the effective management of performance data.
- Set SMART targets for cohorts and groups of students derived from school self-evaluation and international benchmarking.
- Provide all leaders with data conversation training on the interpretation and use of data to inform target-setting and expectations.
- Ensure all performance management targets will impact positively student progress.
- Identify and celebrate the effort and success of students and staff.
- Regular meetings with teachers and leaders to support learning in the classroom by analyzing current data, celebrating strengths, identifying individual needs, and focusing on fragile learner groups.

ROLES AND RESPONSIBILITIES OF MLT

Teaching and Learning Coaches as well as Supervisors will:

- Monitor the progress of students and staff toward the targets at regular intervals.
- Evaluate outcomes concerning local and national comparative data, focusing on trends over a period, the relative performance of different groups of children, gender,
- G & T and SEND and performance within and progress between key stages and performance compared to different subject areas.
- Use the data to accurately check resources and identify staff training needs.
- Observe each grade and use this as part of their analysis to support target setting for their subject area.

ROLES AND RESPONSIBILITIES OF TEACHERS

Teachers will:

- Engage in data conversations with colleagues and their TLC to track the progress of all students, plan the next steps and modify teaching and learning.
- Update assessment trackers at regular intervals and complete the required tasks as set out on the reporting and assessment calendar.
- Triangulate the internal and external assessment data in both cognitive and affective domains to plan targeted interventions and track student progress and well-being.
- Challenge every student and have high expectations of their progress throughout the academic year.
- Be cognizant of different groups of children and their relative attainment and progress against targets set.
- Encourage students to assess their progress toward their set targets and help them understand how and what to improve.
- Ensure planning for teaching and learning is based on the understanding of where students are in their learning and how to get to the next level.
- Include opportunities for peer and self-assessment during weekly planning.
- Assure students of their 'next targets' in Reading, Writing, Mathematics, Science, Arabic, Islamic Studies, and other areas of the curriculum.
- Reward students who achieve their targets.
- Involve a Teaching Assistant wherever possible to maximize progress.

- Report concerns about the progress of individual students or groups of students to HOA, HOP, HOS, HODs, HOC, and subsequently SLT line manager to ensure these students receive early intervention in addition to teaching in the classroom.
- To regularly report the progress of students against their targets to parents as per the assessment and reporting calendar.
- Work with leaders to analyze student outcomes, reflect on their performance feedback given throughout the year and identify the next steps in their professional growth during the performance review meetings at the end of each academic year.

ROLES AND RESPONSIBILITIES OF STUDENTS

Students will:

- Know their 'next targets' in Reading, Writing, Mathematics and Science, Arabic, and Islamic Studies and apply them to their learning weekly.
- Use self-assessment to measure their progress against success criteria and personal targets (Rubrics).
- Support their peers with respectful and helpful feedback on their learning using success criteria (peer assessment).
- Seek advice and help when they need it.
- Act on formative feedback provided by the teacher during DIRT.
- Share their learning and progress with their parents.
- Maintain an updated student portfolio and submitted for evaluation as per school guidelines.
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