



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

Arabic and Islamic Assessment

Approved by:	Jeremy Hallum (Principal)
Last reviewed on:	August 2023
Next review due by:	August 2026

MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP



1- OBJECTIVE

GEMS Metropole School Al Waha, ensures that the progress of every student and group of students is regularly assessed, analysed and benchmarked against the others of similar age and ability within the school, across the GEMS network and against UAE National standards and MOE . We believe that accurate assessment and analysis is the starting point for effective teaching and learning, to inform planning for the future and to enable our school to communicate accurate information about the student to the student him/herself, other teachers, parents and, where required, other schools. To do this in our school we undertake two different but complementary types of assessment: assessment for learning and assessment of learning. These two forms of assessment have been built on the foundations of four Annual Assessment Cycles that have been carefully constructed: Assessment for Learning Assessment for Learning (formative assessment) is an ongoing and integral part of classroom practice. It is used to promote the progress and attainment of all groups of students by helping them understand the aim of their learning, recognise where they are in relation to that aim, and identify the steps needed to achieve it.

This process plays a key role in reducing gaps in learning and ensuring that all students make sustained progress. Teachers use a wide range of formative strategies such as questioning, discussion, feedback, observations, and self-assessments to check understanding and adapt teaching accordingly. These approaches enable learning to be responsive and inclusive, with tasks and support tailored to meet the individual needs of every student, including those with SEND or EAL. Formative assessment at GEMS Metropole School Al Waha is a collaborative and reflective process. Teachers work together within and across phases to

ensure consistency in expectations, planning, and assessment practices. Progress checks and shared strategies are used to ensure that feedback is purposeful and supports students in becoming confident, self-driven learners. A consistent, whole-school approach to planning and delivery ensures that assessment for learning is embedded in teaching and learning, fostering a culture of reflection, high expectations, and continuous improvement for all student

2. Purpose of policy

GEMS Metropole School Al Waha MOE Assessment Policy has been developed as a part of the school's commitment to providing robust and comprehensive assessment information which is effectively used by teachers to modify and personalise learning.

Through this policy we aim to:

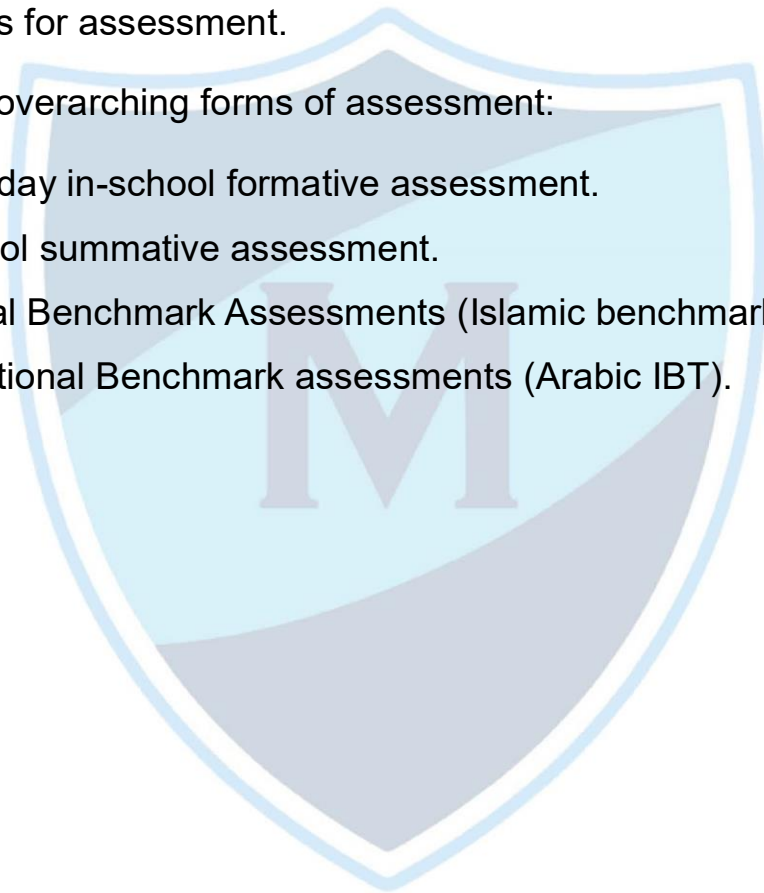
- Provide clear guidelines on the approaches to assessment at GEMS Metropole School Al Waha;
- Clearly set out how, and when, assessment practice will be monitored and evaluated.
- To enable our learners to demonstrate what they know, understand and what they can do in their learning.
- To allow teachers to provide feedback that accurately reflects the individual needs of the learners.
- To help our learners understand their next steps and how they can improve their work.
- To report regular information to parents enabling them to support their child's learning.

3- Assessment approaches

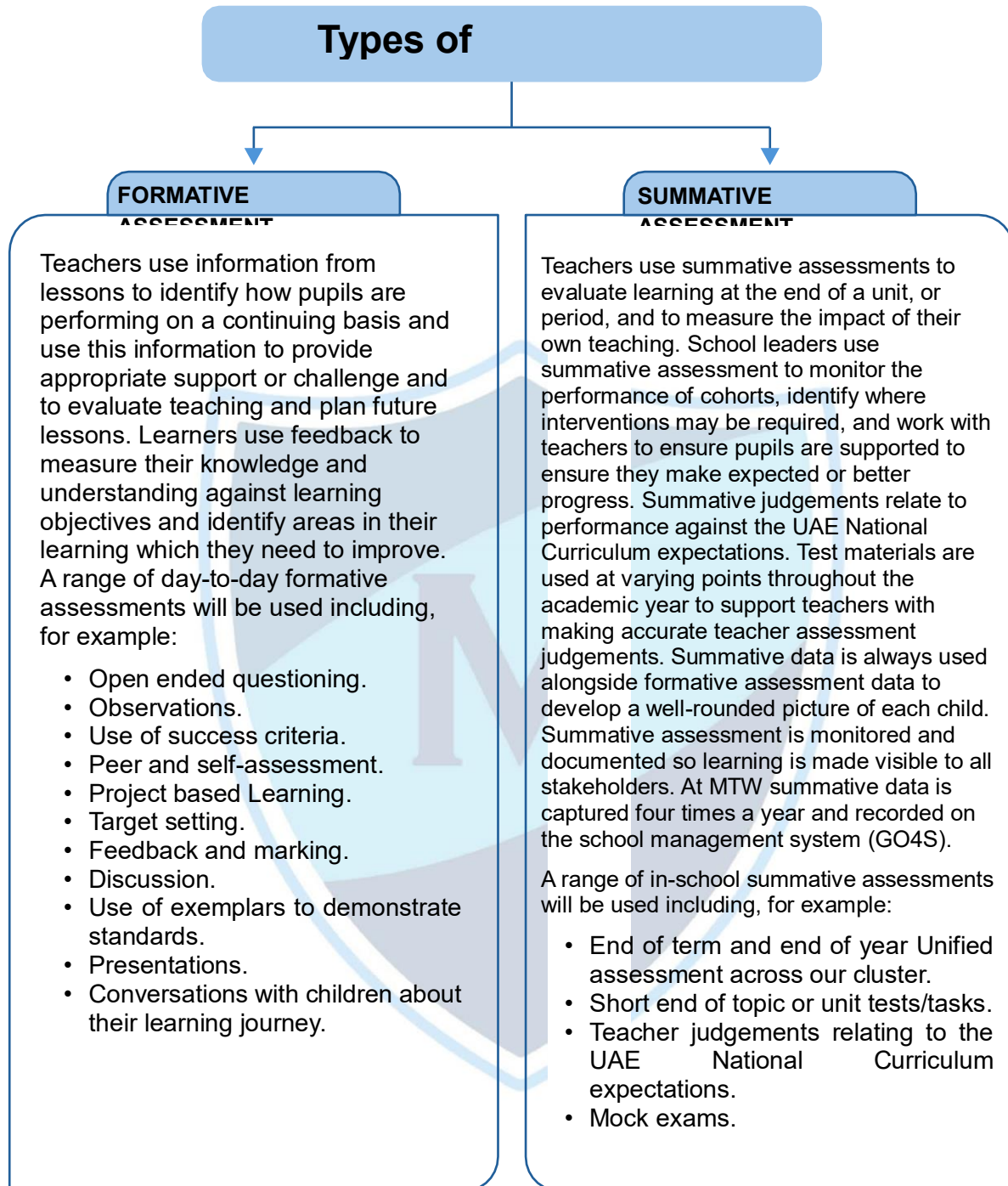
We see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Our assessment systems take into account the criteria of the UAE National Curriculum and Ministry of Education , whilst providing a greater focus on mastery. Assessment takes into account children's strengths as well as areas where they need support. At MTW, an assessment schedule is drawn up which includes the arrangements for assessment.

We use four overarching forms of assessment:

- day-to-day in-school formative assessment.
- in-school summative assessment.
- External Benchmark Assessments (Islamic benchmark test/ Itqan).
- International Benchmark assessments (Arabic IBT).



4- Types of assessment



- Key features of the Arabic IBT test (open Window in November)

Every learner is different. Your assessment should be too. IBT's adaptive design personalises each student's pathway in real time, thereby

pinpointing ability levels and identifying precise learning needs. Based on our research, classroom ability levels can vary by 5–6 years. The IBT helps teachers understand where each student is in their learning journey, and what they need next. A comprehensive view of student learning across core domains.

- Etqaan Islamic benchmark Test (September – May)

- Etqaan Islamic benchmark test ensures Islamic Education respects that uniqueness.
- Data Analysis system for in-depth insights, including alignment with Ministry Standards and performance trends over time and support with gap analysis and SEF.
- Comprehensive reporting on Skills and Subskills and learning outcomes
- The assessment helps teachers clearly see where each student is, and what comes next. By offering a comprehensive view across all Islamic Education domains

5- Student of determination

Students of Determination are assessed based on their individual needs and situation, according to the Individual Education Plan:

Students who are subject to Individual Education Plans based on “adaptation” are subject to the same examination and assessment mechanisms as those that are applied to the rest of the students.

Students who are subject to Individual Education Plans based on “learning outcomes modification” or “curriculum modification” will have special exams or assessments designed for them by teachers which must match their Individual Educational Plan.



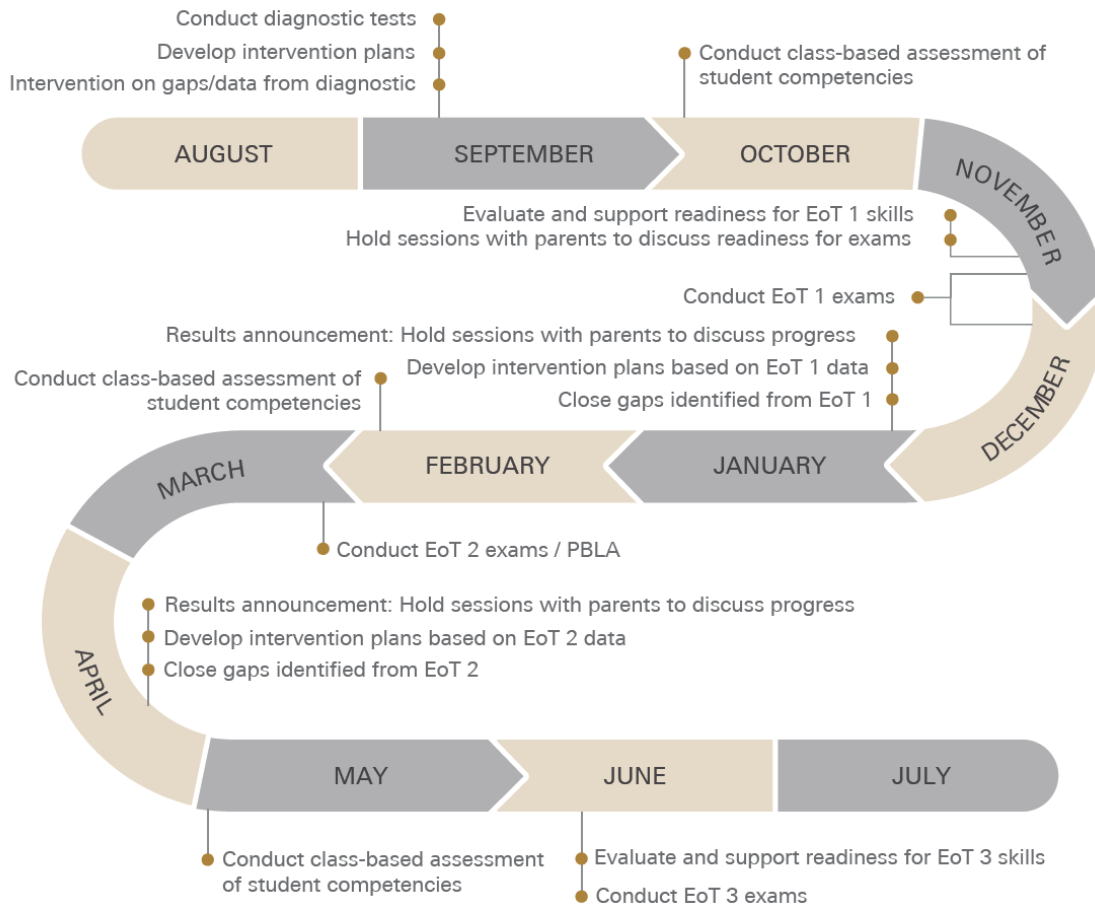
6- Assessment in Early year:

Assessment in Early Years is fully aligned with the whole-school approach. In both FS2 and Year 1, we use a combination of formative and summative strategies to monitor progress in Arabic. GO4 School Objectives Tracker is implemented from FS2 across all subjects, including Arabic and Islamic. Summative assessments are conducted at the end of each term.

In FS2, we use the rubric provided in the Guidelines for Implementing Mandatory Subjects in Private Kindergartens to inform our Arabic assessment design. This tracks children's performance across four levels: Emerging, Developing, On Track, and On Track+, aligned with the FS framework.

Assessment focuses on listening, speaking, early reading, and writing, and is carried out through observation, work samples, and interaction. These strategies ensure accurate tracking of individual progress and timely support for both native and non-native Arabic learners, contributing to strong foundations for the primary Arabic curriculum.

7- Assessment Journey for the Year



8- Standardisation moderation

The process of standardisation moderation is an essential part of our assessment system. Teachers are involved in standardisation moderation activities to ensure agreement on criteria and consistency of judgements.

9- Example of moderation activities :

- Planning and review with colleagues;
- Review of student books/learning journeys;
- Moderation with colleagues from other GEMS schools.

10- Roles and Responsibilities

The Principal is responsible for the overall implementation of the assessment policy and for ensuring clear, consistent procedures are in place to monitor and communicate student progress to all stakeholders.

The Head of Assessment and the Head of MoE work in close partnership to lead the effective implementation, monitoring, and development of assessment practices. They ensure assessment is embedded in teaching and learning, and that data is used to inform instruction, provide targeted support, and measure impact.

The Senior Leadership Team (SLT) supports this by ensuring consistency, quality assurance, and strategic use of assessment data across all phases.

Teaching staff are responsible for applying assessment strategies in the classroom, providing timely feedback, and using data to plan next steps for all learners. They also engage in moderation and data review processes to support school-wide consistency.

Students are expected to take an active role in their learning by preparing for assessments, responding to feedback, and reflecting on their progress.

11- Planning for Assessment

We use our school's curriculum plan to guide our teaching. Methods of formative assessment will be used within each lesson and, within the



curriculum plan; we identify opportunities for summative assessment within each broad unit of work.

12- Recording

We recognise different methods of assessing a student's learning. The type of assessment that we employ varies from subject to subject and is age appropriate. Assessment results will be recorded through the school's monitoring and tracking system and in line with the Annual Assessment Calendar.

13- Reporting to Parents

At GEMS Metropole School Al Waha, we are committed to maintaining strong, transparent communication with parents regarding their child's progress and attainment. At the start of the academic year, parents are Each term, we hold Student-Led Conferences, where students take an active role in sharing their learning journey, targets, and achievements with their parents. Parents also receive three written academic reports per year, outlining progress, attainment, and next steps. In FS1 and FS2, reports include a summary of each child's Learning Profile and progress towards Early Learning Goals. Our monthly Open Classroom Book Looks provide an opportunity for parents to visit the classroom, including Arabic and Islamic lessons, and review their child's work in collaboration with them. Additionally, the Go4Schools platform offers live access to assessment data, allowing parents to track their child's attainment and progress throughout the year in real time.

14- Monitoring and review

This policy is monitored by MTW Senior Leaders and will be reviewed every three years or earlier if necessary.