



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

POLICY

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



This policy is applied at MTW alongside our school's vision, mission and values. Alongside the principles of Effective Learning.

Objective

GEMS Metropole School Al Waha, ensures that the progress of every student and group of students are regularly assessed, analysed and benchmarked against the others of similar age and ability within the school, across the GEMS network and against National and UK Standards. 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 students.

Assessment of Learning

Assessment of Learning (summative assessment) involves making informed judgements about students' performance in relation to the relevant curriculum standards. At GEMS Metropole School Al Waha, this includes the National Curriculum for England, Ministry of Education (MOE) outcomes, and the Early Years Foundation Stage (EYFS) framework, depending on the phase of learning. Teachers typically make these judgements at the end of a unit, academic year, or key stage. Summative assessments, including tests and teacher assessments, provide a clear indication of student achievement in terms of levels, grades, and age-related expectations (ARE). To support student progress, we provide regular, high-quality feedback to students. This feedback helps them understand their next steps and empowers them to take ownership of their learning. Students are encouraged to take an active role in reviewing their progress through reflection tasks, self-assessment, and goal-setting activities.

We place high value on effective communication with all stakeholders. Parents and students receive clear and constructive feedback through our Management Information System (Go4Schools). This platform offers real-time insight into individual students' attainment and progress, with teachers updating learning outcomes on a weekly basis. In addition to digital reporting, parents are offered meaningful opportunities to engage with

their child's learning and progress. These include half-termly Student-Led Conferences, Open Classroom events, and Academic Reports, which outline current attainment, progress, and personalised next steps. We will:

- Support students in achieving success in both internal assessments and external examinations, within the context of a broad, balanced, and enriched curriculum.
- Empower students to reflect on their learning, assess their own progress, and set ambitious, personalised targets for improvement.
- Monitor and evaluate student progress through reliable assessment measures, including value-added data, to ensure sustained academic growth.
- Maintain a consistent and coherent approach to formative assessment across all phases, ensuring that teaching is responsive and inclusive.
- Provide students with regular, accurate, and constructive feedback that helps them understand their next steps and take ownership of their learning.
- Offer parents timely, clearly written, and meaningful reports that communicate both attainment and progress effectively.
- Ensure that parents have ongoing access to their child's assessment information and academic reports via the school's MIS platform (Go4Schools).

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 Teaching and Learning 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.

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.

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.

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 invited to a "Meet the Teacher" session to learn about curriculum expectations and raise any initial questions. 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.

Feedback

At GEMS Metropole School Al Waha, feedback plays a vital role in securing progress and supporting students in achieving their full potential. Effective feedback is timely, specific, and designed to both celebrate strengths and identify clear next steps for improvement. Feedback is delivered primarily through live, in-the-moment interactions during lessons. This allows teachers to address misconceptions, correct errors, and engage students in meaningful learning conversations that support immediate progress and deeper understanding. Students are encouraged to take an active role in the feedback process through regular self- and peer-assessment, promoting reflection, ownership, and resilience in learning. These strategies help students to recognise their own areas for development and take purposeful action toward their goals. Our approach to feedback is consistent across the school and underpinned by the belief that all learners can achieve when they are supported by clear guidance, high expectations, and opportunities to reflect and improve.

Monitoring and review

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