



مدرسة سمارت فيجن
SMART VISION SCHOOL

SVS Assessment Policy

2026/2027

Date of Original Policy: August 2025

Date of Next Review: August 2027

Assessment Policy

1. Purpose

The purpose of this Assessment Policy is to ensure that assessment at Smart Vision School (SVS) is purposeful, fair, inclusive, and aligned with the school's vision of high achievement for all learners. Assessment is used to support learning, inform teaching, track progress, and ensure accountability to students, parents, and regulatory authorities.

2. Aims

Assessment at SVS aims to:

- *Support and improve student learning and progress*
- *Provide accurate information about student attainment and progress*
- *Inform planning, teaching, and intervention*
- *Ensure consistency, fairness, and transparency in assessment practices*
- *Enable students to understand their strengths and next steps*
- *Meet the requirements of the Ministry of Education and other relevant authorities*

3. Principles of Assessment

Assessment at SVS is:

- *Valid – measures what it is intended to measure*
- *Reliable – produces consistent results across classes and teachers*
- *Inclusive – accessible to all learners, including those with additional needs*
- *Continuous – embedded in day-to-day teaching and learning*
- *Balanced – using a range of assessment types*
- *Transparent – criteria and expectations are clear to students and parents*

4. Types of Assessment

SVS uses a balanced range of assessment approaches:

4.1 Assessment for Learning (AfL)

Formative assessment used daily to inform teaching and support learning, including:

- *Questioning and discussion*
- *Observation*
- *Self- and peer-assessment*
- *Exit tickets and short quizzes*
- *Feedback against success criteria*

4.2 Assessment of Learning (AoL)

Summative assessment used to evaluate achievement at key points, including:

- *End-of-unit tests*
- *Term and end-of-year examinations*
- *Projects and presentations*
- *Standardised or external assessments (where applicable)*

4.3 Diagnostic Assessment

Used to identify prior knowledge, strengths, and gaps in learning, particularly:

- *At the start of the academic year*
- *Before introducing new units*
- *When concerns about progress arise*

4.4 Early Years Foundation Stage (EYFS) Assessment

In the Early Years Foundation Stage, assessment is continuous and primarily observational. Children are assessed against the EYFS Framework and Development Matters guidance through:

- *Ongoing teacher observations*
- *Learning journals and evidence of learning*
- *Professional dialogue and assessment moderation*

Assessment in EYFS focuses on understanding each child's developmental stage and informing next steps in learning rather than formal testing. In addition, specific assessments are used to monitor progress in:

- *Phonics, to support early reading and language development*

- *Early mathematics, including number, counting, and mathematical understanding*

These assessments are used to identify strengths, address gaps early, and ensure a smooth transition into Key Stage 1.

4.5 Primary and Secondary Assessment

In Primary and Secondary, student progress is monitored through a combination of formative and summative assessments. Key approaches include:

- *Cognitive Ability Testing: Pupils from Year 2 complete a CAT4 Cognitive Ability Test on entry to assess reasoning abilities and learning potential.*
- *Reading Age Assessment: All pupils' reading skills are assessed against their reading age to identify support needs and track improvement.*
- *Mathematics Assessment: Pupils are assessed termly using White Rose Mathematics, ensuring mastery and progression.*
- *Science Assessment: Pupils are assessed termly using Developing Experts, supporting inquiry-based learning and curriculum coverage.*
- *Standardised Assessments: Pupils complete GL Assessments in English, Mathematics, Science, as well as standardised ABT and ISBT in Arabic and Islamic Studies to monitor attainment and benchmark progress against national and international standards.*
- *Wellbeing and Attitudes Assessment: Pupils complete the Pupil Attitudes to Self and School (PASS) survey to assess their social-emotional wellbeing, engagement, and attitudes towards learning, helping staff support personal development and learning readiness.*

These assessments ensure that teaching is responsive, progress is tracked accurately, and interventions are timely and targeted.

5. Assessment Planning and Alignment

- *All assessments are aligned with the curriculum and learning outcomes.*
- *Assessment criteria are shared with students in advance.*
- *Departments are responsible for ensuring consistency and moderation across year groups.*

6. Feedback and Reporting

- *Feedback should be timely, constructive, and focused on improvement.*
- *Students should be given opportunities to respond to feedback and improve their work using “Fix-it Time” during Self Reliant Learning (SRL).*
- *Written reports are shared with parents at agreed points during the year.*
- *Parent–Teacher Meetings provide additional opportunities to discuss progress and targets.*

7. Recording and Use of Assessment Data

- *Teachers are responsible for accurate and timely recording of assessment data.*
- *Assessment data is used to:*
 - *Track individual and cohort progress*
 - *Identify students requiring intervention or extension*
 - *Inform teaching strategies and curriculum review*
- *Data is treated confidentially and in line with data protection requirements.*

8. Inclusion and Additional Educational Needs

- *Reasonable adjustments are made to ensure fair access to assessment for students with additional educational needs.*
- *Alternative assessment methods may be used where appropriate.*
- *Decisions are made collaboratively involving teachers, SEN staff, and leadership.*

9. Academic Integrity and Malpractice

- *Students are expected to complete assessments honestly.*
- *Plagiarism, cheating, or malpractice will be addressed in line with the school’s Behaviour Policy.*
- *Teachers must ensure assessments are appropriately supervised and designed to minimise malpractice.*

10. Roles and Responsibilities

10.1 Teachers

- *Plan and implement high-quality assessments*

- *Provide timely feedback*
- *Use assessment information to adapt teaching*
- *Maintain accurate assessment records*

10.2 Students

- *Engage actively with assessment and feedback*
- *Take responsibility for their learning*
- *Complete assessments honestly and on time*

10.3 Senior Leadership Team

- *Monitor assessment quality and consistency*
- *Support moderation and professional development*
- *Ensure compliance with regulatory requirements*

11. Monitoring, Evaluation, and Review

- *Assessment practices are monitored through lesson observations, work scrutiny, and data analysis.*
- *This policy is reviewed annually to ensure effectiveness and alignment with school priorities and external requirements.*

12. Policy Review

This Assessment Policy was approved by the Senior Leadership Team and will be reviewed annually or as required by regulatory updates.