# GFM Assessment Policy

| Published Date: | 01 October 2026 |
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| The Policy will be reviewed annually, or more regularly, in the light of any significant new developments. The next anticipated review date will be: | **01 October 2027** |

This policy is applied at GFM alongside our school's vision, mission and values.

## Rationale

Assessment is integral to the educational process as it provides valuable insights into students' learning progress, informs instructional strategies, and guides curriculum development. At GFM, our assessment policy is designed to ensure fairness, accuracy, and effectiveness in evaluating student achievement while promoting continuous improvement in teaching and learning practices. The policy is delivered by school assessment leaders.

## Types of Assessment at GFM

**Formative Assessment:** These ongoing assessments occur cyclically throughout the learning process to monitor student understanding and provide feedback for improvement. Formative assessment outcomes may be gathered via learning conversations/questioning, peer and group assessment, marking, testing and progress discussion meetings.

**Summative Assessment:** These assessments occur at the end of a learning period to evaluate student achievement and determine mastery of content. These assessments allow students to demonstrate their performance against school, national and international standards.

**Diagnostic/Baseline Assessment:** Administered on admission and often at the beginning of a course or unit, diagnostic assessments identify students' strengths, weaknesses, and prior knowledge to tailor instruction accordingly.

**Self and Peer Assessment:** Self and peer assessment empower students to become active participants in their learning. Students routinely reflect on their own work in different ways and provide constructive feedback to peers. Students develop critical thinking, communication, and self-evaluation skills. This fosters a deeper understanding of learning objectives and strengthens ownership of the learning process.

**Utilization of Assessment Outcomes:**

Assessment outcomes serve multiple purposes within our school:

- Informing instructional decisions to meet the diverse needs of students.
- Identifying areas for curriculum enhancement or modification.
- Providing feedback to students, parents, and teachers on individual achievement.
- Formulating target grades and goals for student achievement.
- Guiding interventions for students who require additional support.
- Supporting accountability and reporting requirements to stakeholders.
- Provide nformation to governors, executives and the inspectorate

In all cases assessment outcomes are considered private data and not shared beyond the corporate professionals and families.

**Moderation of Assessment:** Data is benchmarked to ensure that moderation occurs through many lenses. Within school, moderation and benchmarking is achieved by triangulating achievement data against students' books, teaching standards throughout the whole school. Broader moderation compares data against trends over time, cluster, national and international standards.

**Disapplication from the Curriculum, Assessments or Adaptations**
All students will be offered maximum support to access the curriculum and prepare for assessments. However, disapplication from assessments and/or reasonable adaptations (such as extra time, amanuensis) may be considered under the following circumstances and in collaboration with all stakeholders:

**Medical or Special Needs:** Students with medical conditions or special educational needs that significantly impact their ability to access curriculum, and assessments may be eligible for disapplication or adaptation.

**Abiding Circumstances:** When access to the age-appropriate curriculum has and/or will be a longer-term goal for the student and/or when age-appropriate formal assessments would not offer constructive academic data or solutions.

**Emotional Stress:** Students who are at significant risk of emotional stress, where lasting impact on wellbeing and/or self-esteem.

**Exceptional Circumstances:** Situations such as bereavement, trauma, or significant life events may warrant disapplication from assessments upon careful consideration of their impact on the student's performance.

**Alternative Assessment Methods**: Alternative assessment arrangements such as modified tasks, special resources, amanuensis or extended deadlines, may be provided to accommodate students with specific needs or circumstances to secure access to assessment. Adaptive solutions will also be offered to students when adaptations have been ongoing **long term** or are likely to be in the future.

**Full consideration has been taken of the KHDA guidance for disapplication** https://web.khda.gov.ae/getattachment/b1e12d88-4c70-42cb-b5d3-1d3f51bc1e45/External-assessment-Guide_EN.pdf

Assessment serves as a cornerstone of our commitment to fostering academic excellence and student success. By implementing a comprehensive assessment policy that embraces various assessment methods, utilizes outcomes effectively, and fairly considers disapplication, when necessary, we strive to create an inclusive learning environment where every student has the opportunity to flourish and succeed.

| Designation | Name | Signature | Date |
|---|---|---|---|
| **Executive Principal/CEO/** | **Akram Tarik** |  | **01 October 2026** |
| **Principal** | **Mia Chorfi** |  | **01 October 2026** |

***Next policy review date: 01 October 2027***