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UNIVERSAL PRIVATE SCHOOL

ASSESSMENT OPERATIONS AND COMPLIANCE GUIDE

This document is for INTERNAL use only.

It is designed to support staff understanding and operational implementation of the official ADEK Assessment Policy adopted by Universal Private School (UPS).

It is not a regulatory submission document.

Universal Private School
Academic Year 2025–2026

Executive Summary

This Internal Operation and Compliance Guide provides a clear framework for implementing, managing, and reviewing assessment practices at Universal Private School (UPS) in full alignment with the regulatory requirements of Abu Dhabi Department of Education and Knowledge (ADEK). It is designed as a practical working document to guide educators, leaders, and support teams in ensuring assessment processes are consistent, inclusive, and aligned with best practice standards.

The guide operationalizes ADEK's Assessment Policy by outlining step-by-step procedures, roles and responsibilities, and quality assurance measures. It applies to all phases of the school and covers both internal and external assessments, including formative, summative, standardized benchmark, and board examinations.

Key elements include:

- Structured operational procedures for planning, administering, and monitoring assessments.
- Clear guidance on accommodations and modifications to support inclusive and equitable assessment practices.
- Defined data analysis and reporting processes to inform teaching, learning, and school improvement strategies.
- Robust integrity and security protocols to protect the credibility of assessment processes and data.
- Monitoring and evaluation mechanisms to ensure consistent implementation and continuous improvement.

Through this guide, UPS aims to build a strong culture of assessment that supports high-quality teaching and learning, empowers students to take ownership of their progress, and ensures the school meets and exceeds regulatory expectation

Assessment Philosophy and Purpose

At UPS, assessment is a planned, purposeful, and integral part of teaching and learning. It is not an add-on, but a daily practice used to determine what students know, understand, and can do and to inform the next steps in instruction. All assessment practices are fully aligned with the UPS Assessment Policy and Abu Dhabi Department of Education and Knowledge (ADEK) requirements, ensuring coherence, transparency, and consistency across all phases (EYFS, Primary, and Secondary).

Staff must ensure that:

- **Assessment evidence** is used systematically to plan lessons, differentiate teaching, and set clear, measurable learning targets.
- **Data is entered and analysed** in line with the Academic Monitoring, Assessment and Reporting (AMAR) Calendar (Appendix 1), enabling early identification of learning gaps and targeted interventions or enrichment.
- **Feedback is timely, specific, and actionable**, allowing students to understand their current attainment and act on next steps during structured learning time.
- **Inclusive practices** are implemented for Students of Determination (SoD), Additional Learning Needs (ALN), English as an Additional Language (EAL), and Gifted & Talented (G&T) students, ensuring equity and accessibility while maintaining assessment validity.
- **Moderation and quality assurance** procedures are followed consistently to secure accurate, reliable, and standardised assessment outcomes.

This approach ensures a balanced system that values both rigour and manageability, supports student progress, and drives evidence-based decision-making at classroom, department, and whole-school levels.

Purpose of Assessment

Assessment at UPS serves as an integral component of the learning process rather than a separate activity. It is both formative and summative in nature, providing teachers and leaders with the data required to:

- Identify strengths and gaps in student learning.
- Inform planning and differentiate instruction to meet individual needs.

- Monitor academic progress and growth over time.
- Guide targeted interventions and enrichment programmes to support student achievement.

Assessment is embedded in daily classroom practice and serves as a driver for continuous improvement, academic excellence, and data-informed decision-making. It supports both student growth and school improvement through clear, purposeful, and consistent processes. While assessment is a continuous process, UPS also recognise the need to strategically structure key assessment points across the academic year. These are mapped within the AMAR Calendar, a whole-school framework that outlines key assessment points, data review cycles, and reporting timelines across the academic year, ensuring a consistent and transparent cadence of assessment, intervention, reflection, and reporting.

Assessment Framework Overview

The UPS Assessment Framework establishes clear operational procedures for conducting baseline, progress, and attainment assessments throughout the academic year. Assessment cycles are designed to provide timely, accurate data to inform teaching practice and leadership decision-making.

These are structured around three key stages:

- **Baseline Assessment** – identifying starting points within the first six weeks of the academic year or upon student enrolment.
- **Progress Assessment** – conducted at scheduled checkpoints to measure growth and inform instruction.
- **Attainment Assessment** – measuring end-of-term and end-of-year performance against curriculum standards.

Early Years (KG): Ongoing observation-based assessments and baseline tracking aligned to the EYFS framework.

Primary: Balanced use of formative and summative assessments supported by Learning Ladders.

Secondary: Integration of internal key assessments and external qualifications (MoE, IGCSE, AS and A Levels).

UPS uses a combination of internal assessments, end-of-year examinations, and external qualifications such as MoE, IGCSE, AS, and A-Level to provide a comprehensive and balanced picture of student attainment. These assessments are used to evaluate mastery of curriculum standards and inform school-wide improvement planning. Assessment across all school phases: EYFS, Primary, and Secondary follows a cohesive and developmentally appropriate framework.

In the Early Years (KG), assessment is guided by the Early Years Foundation Stage (EYFS) curriculum, focusing on observation-based, formative assessment to track developmental progress and inform individualized learning experiences.

In the Primary and Secondary phases, assessment combines formative and summative strategies to measure attainment against curriculum standards, track progress, and inform targeted interventions.

This whole-school approach ensures consistency, coherence, and a clear progression pathway from early years through to senior school, aligning with Abu Dhabi Department of Education and Knowledge (ADEK) expectations for assessment and reporting.

Whole-School Assessment Framework and Attainment Grades

At UPS, assessment is a cohesive, whole-school process designed to measure student learning, inform teaching, and support academic growth across all phases - Early Years (EYFS), Primary, and Secondary.

Universal Private School's framework integrates both formative and summative assessment practices to provide a holistic picture of student attainment and progress. It ensures alignment with curriculum standards, promotes equitable opportunities for every learner, and supports data-informed decision-making that drives teaching, learning, and reporting. This approach reflects the school's commitment to transparency, inclusivity, and compliance with Abu Dhabi Department of Education and Knowledge (ADEK) expectations for high-quality assessment systems.

Early Years (KG)

At UPS, the Kindergarten (KG) section follows the UK Early Years Foundation Stage (EYFS) curriculum framework. Assessment in EYFS is observation-based, ongoing, and embedded in daily learning experiences. It focuses on building a holistic understanding of each child's development across all prime and specific areas of learning.

1. Assessment Approach

- Ongoing Observations: Teachers and teaching assistants continuously observe children during structured and play-based activities to capture evidence of learning and development.
- Learning Journeys: Observations are documented in individual learning portfolios that track progress against EYFS developmental milestones.
- Baseline Assessment: Within the first six weeks of enrolment, each child undergoes a baseline assessment to establish their starting point across the EYFS areas of learning.
- Formative Assessment: Evidence from daily observations informs lesson planning, enabling teachers to tailor learning experiences to meet individual needs.
- Summative Assessment: Formal progress reviews are conducted at the end of each term to evaluate development against expected EYFS age bands.

2. Data Monitoring and Reporting

- Assessment data from observations, baseline, and summative reviews are compiled in the school's Student Data Tracker to monitor individual and cohort progress.
- The EYFS team meets with the Early Years Coordinator each term to review data, identify learning trends, and plan targeted interventions or enrichment where necessary.
- Information is shared with parents through termly reports and parent-teacher meetings, supporting strong home-school collaboration.

3. Inclusion and Early Intervention

- Children identified as needing additional support or enrichment are provided with early interventions to ensure they meet or exceed EYFS developmental expectations.
- Assessment practices are inclusive and adapted to support Students of Determination, English Additional Language (EAL) learners, and Gifted & Talented students in line with ADEK inclusion guidelines.

4. Transition to Primary

- End-of-year EYFS assessment data is shared with Grade 1 teachers to support smooth transitions and continuity in learning.
- Progress summaries include developmental statements, intervention records (if any), and next-step recommendations.

Primary

At UPS, the Primary Section follows the UK National Curriculum and MoE Curriculum, and international examination frameworks (e.g., PIRLS, TIMSS). Integrating both formative and summative assessment practices to provide a comprehensive picture of each student's progress and attainment. Assessment is used purposefully to support learning, inform teaching, and ensure that every child achieves their potential.

1. Assessment Approach

- **Key Assessments:** Three standardised Key Assessments are administered annually (December, March, June) to measure student attainment against curriculum standards and provide reliable data across cohorts.
- **Formative Assessment:** Ongoing teacher assessment through daily classwork, questioning, performance tasks, and feedback to inform instructional planning and differentiation.
- **Learning Ladders:** Continuous tracking of learning objectives and outcomes is recorded on Learning Ladders to monitor student growth across the academic year.
- **Teacher Judgement:** Professional judgment is used to supplement quantitative data, ensuring that final attainment grades reflect the full breadth of student learning.
- **Summative Assessment:** End-of-unit and end-of-year assessments provide evidence of student attainment against expected standards.

2. Data Monitoring and Reporting

- **Tracking:** All assessment data (formative and summative) is entered into the Student Data Tracker to monitor individual, class, and cohort performance.
- **Review Meetings:** The Primary Leadership Team meets with teachers each term to review progress data, identify trends, and plan interventions or enrichment as needed.
- **Reporting to Parents:** Parents receive termly written reports and have the opportunity to discuss progress at scheduled parent–teacher meetings, ensuring transparent and collaborative communication.

3. Inclusion and Targeted Intervention

- Early Identification: Students performing below or above expected levels are identified through ongoing assessment and data analysis.
- Structured Interventions: Targeted support plans are implemented for students below 60% attainment, including differentiated instruction, support groups, or IEP-linked accommodations.
- Inclusive Practices: Assessment is adapted, where appropriate, for Students of Determination, EAL learners, and Gifted & Talented students, in alignment with Abu Dhabi Department of Education and Knowledge (ADEK) inclusion requirements.

4. Transition to Secondary

- Data Handover: End-of-year attainment and progress data, including intervention records and student profiles, are shared with receiving Grade 7 teachers to ensure continuity in learning and support.
- Student Readiness: Transition planning includes academic data, pastoral information, and next-step recommendations to support a smooth and well-informed move to the Secondary phase.

Secondary

At UPS, the Secondary Section follows the UK National Curriculum and MoE Curriculum, and international examination frameworks (e.g., MoE, IGCSE, AS, A-Level, PISA, TIMSS). Assessment is used strategically to measure student attainment, track progress, guide targeted interventions, and support academic and personal growth. A balanced approach is maintained between formative and summative assessments to ensure rigour and fairness while supporting learning.

1. Assessment Approach

- Key Assessments: Three Key Assessments are conducted each academic year (December, March, and June) across all core and option subjects. These assessments provide standardized attainment data and are mapped to curriculum standards and examination expectations.
- Formative Assessment: Teachers use questioning, classwork, quizzes, presentations, and feedback to gather evidence of learning and adapt instruction.
- Mock Examinations: Formal mock exams (particularly in Grades 10–12) provide students with exam practice and allow teachers to measure readiness for external qualifications.

- **Teacher Judgement:** Professional judgment is applied alongside assessment data to ensure final grades reflect holistic performance, effort, and progress over time.
- **Summative Assessment:** End-of-unit, mid-year, and end-of-year assessments provide summative data on attainment against curriculum and qualification standards.

2. Data Monitoring and Reporting

- **Student Data Tracker:** All formative and summative assessment results are entered into the school's tracking system, enabling real-time monitoring of progress at student, class, and cohort levels.
- **Progress Review Meetings:** Subject teachers meet with Heads of Department (HoDs) and the Secondary Leadership Team each term to review data, identify students at risk, and plan interventions or enrichment activities.
- **Parent Communication:** Reports are issued each term and followed by parent–teacher meetings. Clear attainment, progress, and target information is shared to support home–school collaboration.

3. Inclusion and Targeted Intervention

- **Early Identification:** Students performing below 60% or exceeding expected standards are flagged through termly data reviews.
- **Intervention Plans:** Targeted academic interventions are implemented through structured support programs, subject-specific catch-up sessions, or IEP accommodations.
- **Inclusive Assessment:** Assessment practices are adapted for Students of Determination, EAL learners, and Gifted & Talented students, in alignment with Abu Dhabi Department of Education and Knowledge (ADEK) inclusion guidelines and the school's support framework.
- **Exam Access Arrangements:** For eligible students, approved accommodations (e.g., extra time, assistive technology) are applied during internal and external assessments, ensuring equitable access.

4. Transition and Post-School Pathways

- **Data Continuity:** End-of-year and exit assessment data, including mock exam results and predicted grades, are shared with relevant internal teams and external examination bodies to ensure continuity of support and reporting accuracy.
- **Academic Guidance:** Assessment outcomes inform course selection, subject pathway decisions, and post-school academic or vocational planning for senior students.
- **Student Preparedness:** Ongoing assessment and feedback ensure students are equipped with the academic skills, exam strategies, and learning behaviours required for external qualifications and future education pathways.

Assessment Weighting for All Phases

At UPS, the annual attainment grade represents a holistic and evidence-based measure of student achievement over the academic year. This grade reflects both standardized assessment performance and ongoing teacher judgment, ensuring a balanced and accurate picture of each student's attainment against curriculum expectations.

The annual attainment grade is calculated as follows:

- **50% – Performance in Key Summative Assessments:**
Three standardised key assessments are administered during the academic year (December, March, and June). These assessments are designed to measure attainment against curriculum standards and provide comparable data across cohorts.
- **50% – Ongoing Formative Teacher Assessment:**
Teachers use Learning Ladders and other formative assessment tools to capture continuous student progress throughout the year. This ensures that day-to-day learning and skill development are reflected in final attainment judgments.

Quality Assurance and Review

The Senior Leadership Team (SLT) conducts regular internal audits using structured compliance checklists to ensure full adherence to the Abu Dhabi Department of Education and Knowledge (ADEK) Assessment Policy 2025.

These audits include:

- Verification of data accuracy and Enterprise Student Information System (eSIS) uploads
- Moderation evidence checks
- Review of external assessment reporting logs and timelines
- Compliance checks against ADEK SBA and reporting requirements

Findings from these audits are used to inform school improvement actions, inspection readiness, and targeted staff development.

In addition:

- The calculation methodology and reporting format for annual attainment grades are reviewed annually by the KG, Primary, and Secondary Leadership Teams to ensure alignment with curriculum standards, internal assessment policies, and ADEK expectations.
- Moderation and calibration procedures are conducted to maintain consistency, fairness, and reliability of assessment outcomes.
- Assessment results are used strategically to inform teaching and learning strategies, target setting, and school improvement planning.

Purpose of Assessment for Stakeholders

1. Purpose for Students

Assessment empowers students to become reflective, self-directed learners who take ownership of their academic progress. Through effective assessment practices, students:

- Gain clarity on their current attainment levels and strengths.
- Understand their next steps for academic growth and improvement.
- Develop skills in self-assessment, goal setting, and independent learning.
- Build confidence and agency in their learning journey.

2. Purpose for Teachers

Assessment provides teachers with critical insight into students' learning profiles, enabling them to:

- Set personalized, meaningful targets for each learner.
- Inform instructional planning and differentiate teaching effectively.
- Monitor student progress over time and adapt strategies to meet learning needs.
- Ensure teaching is responsive, targeted, and evidence-based.

3. Purpose for School Leaders and Support Staff

Assessment data is a strategic tool for leadership teams and support staff. It enables them to:

- Evaluate student outcomes at class, cohort, phase, and whole-school levels.
- Identify trends in achievement and areas requiring intervention or enrichment.
- Inform curriculum review, school development planning, and professional development priorities.
- Allocate resources effectively to maximize student outcomes.

4. Purpose for Parents and Guardians

Assessment fosters strong home-school partnerships by equipping parents with timely, clear, and actionable information. It allows parents to:

- Understand their child's current attainment and progress.
- Receive accurate updates on strengths and areas for improvement.
- Engage constructively with the school to support their child's academic development.
- Collaborate with teachers to reinforce learning beyond the classroom.

Types of Assessments

UPS implements a comprehensive and balanced assessment framework that incorporates both formative and summative assessment tools. This framework ensures that student progress is continuously monitored, curriculum effectiveness is evaluated systematically, and instructional decisions are Data-driven. All assessments are aligned with British curriculum standards and international benchmarking expectations, ensuring consistency, rigour, and comparability across year levels.

1. Key Assessments (KAs)

Key Assessments are structured bite-size summative assessments conducted three times per academic year (December, March, and June). Their primary purpose is to provide reliable attainment data and inform learning and teaching strategies.

Key Assessments are used to:

- Measure student attainment against curriculum objectives up to the point of assessment.
- Track progress over time and identify learning gaps at individual, class, and cohort levels.
- Support planning and targeted interventions by teachers and the Curriculum Leadership Team (CLT).
- Facilitate effective home-school communication through Family Consultation Days and/or Mid-Term Reports.

These assessments are administered across all core subjects and are standardized to ensure consistency, fairness, and comparability.

2. Internal Assessments

Internal assessments refer to all assessments conducted and marked within the school, excluding those externally validated or examined. They include both formative and summative measures and play a key role in informing instructional practice, student progress monitoring, and reporting to parents.

Internal assessments are used to:

- Provide ongoing feedback to students and teachers.
- Inform lesson planning, differentiation, and intervention strategies.
- Contribute to predicted grades, where relevant (e.g., university applications).
- Ensure alignment with curriculum standards and internal tracking systems.

Examples of internal assessments may include class tests, performance tasks, project-based assessments, teacher observations, presentations, and coursework.

Data tracking and interventions

At Universal Private School (UPS), data is used strategically to inform teaching and learning, ensure early identification of learning needs, and drive targeted interventions. This systematic approach supports students in reaching their full potential and ensures equity and consistency in academic outcomes.

1. Data-Driven Interventions

Teachers are required to analyse formative and summative assessment data regularly to identify students who require:

- **Enrichment:** Extension opportunities and higher-order challenges for students performing above expected standards.
- **Targeted Intervention:** Structured academic support for students performing below expected standards, aimed at closing learning gaps.
- **Individualised Educational Plans (IEPs):** Students consistently performing below 60% in internal assessments will be placed on a structured intervention program, supported by an IEP where appropriate. This may include differentiated instruction, one-to-one support, or small-group intervention.

2. Digital Tracking System

UPS utilises a centralised digital assessment dashboard to track and monitor student progress in real time. This system enables:

- Continuous tracking of attainment and progress.
- Early identification of students requiring support or enrichment.
- Transparent and timely implementation of intervention strategies.
- Data review by teachers, Middle Leaders, and the Senior Leadership Team (SLT) to monitor impact and inform next steps.

3. Intervention and Review Cycle

UPS follows a Tiered Intervention Model to ensure that every student receives the support they need to make expected progress.

- **Tier 1:** Quality First Teaching and universal classroom interventions.
- **Tier 2:** Targeted small group support based on assessment outcomes.
- **Tier 3:** Individualized learning plans for students requiring intensive support.

All interventions are data-driven and monitored through the AMAR calendar checkpoints. Review and escalation of support levels are managed collaboratively by teachers, subject leads, the Inclusion Team, and SLT.

- Interventions will be planned and monitored through an evidence-based review cycle (e.g., 6–8 weeks).
- Progress will be evaluated using updated assessment data and teacher observations.
- Adjustments to intervention strategies will be made as needed to ensure effectiveness.
- All interventions and outcomes will be documented, ensuring accountability and alignment with UPS and ADEK expectations.

Inclusive Internal Assessments for Students of Determination

In alignment with Universal Private School's commitment to an inclusive and equitable learning environment, all internal assessments for Students of Determination will be conducted in accordance with their Individualised Education Plans (IEPs). Assessments will be purposefully designed and adapted to reflect each student's unique learning profile, strengths, and areas requiring support, ensuring equitable access and the opportunity to demonstrate learning in a meaningful and fair way.

1. IEP-Driven Modifications

- Teachers must modify or adapt the format, content, and delivery of internal assessments based on the accommodations and modifications outlined in the student's IEP.
- Modifications may include:
 - Extended time allowances.
 - Alternative test formats (e.g., oral responses, digital platforms).
 - Assistive technologies and other accessibility tools.
- All adjustments must maintain the integrity of the learning objectives while ensuring equitable access.

2. Collaborative Approach

- Assessment planning and implementation will involve collaboration between:
 - Special Education Teachers.
 - Classroom Teachers.
 - Learning Support Assistants.
 - School Leaders, where required.
- Regular communication with parents and guardians will be maintained to ensure transparency, shared responsibility, and alignment between home and school support.

3. Fair and Meaningful Assessment

- Assessments will be designed to provide a genuine and accurate measure of a student's progress and achievement.
- Accommodations will remove barriers to participation while maintaining academic standards.
- Student performance will be evaluated in relation to individualized learning goals, not solely age-related expectations.

4. Ongoing Review of Assessment Practices

- The assessment process for students with IEPs will undergo regular review and refinement to ensure continued alignment with their evolving learning needs.
- Teachers and support staff will document adjustments and their impact, ensuring accountability and evidence of effective support.

5. Students with Additional Learning Needs (ALN)

In accordance with ADEK's Inclusion Policy and guidelines, students identified with additional learning needs are entitled to assessment accommodations, including but not limited to:

- Time accommodations during assessments and examinations.
- Alternative test formats (e.g., oral, digital, practical demonstrations).
- Use of assistive technology to support accessibility and expression of learning.

6. Arabic Language Assessments for ALN Students

- Arabic language assessments must be adapted to the student's competency level, particularly for non-native speakers.
- Assessment content and delivery will be tailored to ensure that students are evaluated fairly and meaningfully, in alignment with ADEK's requirements for Arabic language provision and inclusion.

Data tracking and interventions

At Universal Private School (UPS), data-informed decision-making is central to the leadership of teaching and learning. Systematic and purposeful use of assessment data enables school leaders to monitor performance, evaluate curriculum delivery, guide targeted interventions, and drive continuous school improvement. All leadership teams (KG, Primary and Secondary) use structured data cycles to ensure that teaching strategies are evidence-based and responsive to student needs.

Each term, Leadership Teams will:

- Collate and analyse attainment and progress data using the school's Student Data Tracker.
- Monitor the percentage of students on track, above, or below expectations for attainment and progress in all subjects.
- Identify trends, gaps, and areas of strength across cohorts, subject areas, and key groups (e.g., Students of Determination, EAL, G&T).

Following this analysis:

- Heads of Department (HoDs) will conduct subject-level gap analyses to identify areas of concern and evaluate the impact of current interventions.
- HoDs will provide targeted feedback to their teams and senior leaders, outlining:
 - Curriculum strengths and areas requiring improvement.
 - Evidence of intervention impact.
 - Recommended actions, including differentiated support, curriculum adjustments, or enhanced intervention strategies.

This data cycle promotes a culture of accountability, ensures transparency, and supports evidence-based decision-making.

Use of Data to Drive School Improvement

The outcomes of each data review will be:

- Discussed during student progress meetings (Teachers, HoDs, SLT).
- Used to identify academically vulnerable students and implement targeted interventions (Teachers, Inclusion Lead, HoDs, Academic VP).
- Incorporated as evidence in the School Evaluation Form (SEF) and School Development Plan (SDP).
- Used to inform CPD priorities and refine teaching and learning strategies.

The Role of Students in Assessment

UPS recognises students as active partners in the learning and assessment process. All students are expected to:

- Engage actively in all formative and summative assessment opportunities during lessons.
- Take responsibility for understanding and acting on written and oral feedback from teachers and peers.
- Seek and respond to guidance to improve academic performance.
- Provide constructive support to peers during structured peer-assessment activities.

This approach promotes student agency, ownership of learning, and a culture of continuous improvement.

The Role of Parents in Assessment

UPS values strong home-school partnerships as a key driver of student success. All parents and guardians are encouraged to:

- Review and discuss assessment reports with their children, including attainment and progress indicators in each subject.
- Engage proactively with subject teachers or class teachers to address any concerns regarding student progress.
- Support their child in setting academic goals and reinforcing learning at home.

Marking and Feedback

At UPS, marking and feedback are regarded as integral components of the teaching and learning process. Effective marking enables teachers to acknowledge and celebrate achievement, address misconceptions, and guide students toward their next steps. All marking and feedback practices must be purposeful, consistent, and designed to impact student progress. The information gathered through marking should feed directly into assessment and planning, ensuring a cohesive and efficient teaching and learning cycle.

Purpose of Marking

Marking serves to:

- Recognize, encourage, and reward students' efforts and celebrate their successes.
- Provide clear and constructive feedback that is directly linked to learning objectives and outcomes.
- Develop students' ability to review their own work, set personal targets, and reflect on their learning.
- Indicate how a piece of work can be corrected, improved, or extended.
- Help students understand the standards they need to meet to make progress.
- Identify students who are working below or exceeding expectations, enabling timely intervention or extension.
- Provide evidence of teacher assessment and support moderation to ensure consistency of standards across the school.
- Involve parents in reviewing their child's progress and supporting learning at home.

- Inform curriculum planning and instructional strategies at class, group, and individual levels.

Principles of Effective Marking

- Marking is only meaningful when it leads to improved learning.
- It should praise achievement while also providing guidance, consolidation, and challenge.
- Feedback does not need to be limited to the end of a lesson or task; it should guide students toward their next steps at the most effective time.
- Focused marking is used to assess student progress against specific learning objectives and to identify strengths and skill gaps.
- Next steps should be communicated in an age-appropriate and actionable manner, enabling students to understand how to improve and progress.
- This information must also inform subsequent lesson planning and target setting at class, group, or individual level.
- Grouping for feedback or intervention should remain flexible, allowing teachers to address identified learning needs effectively.

Marking and Feedback Expectations

Marking and feedback should:

- Be manageable for teachers.
- Include both oral and written feedback, with verbal comments recorded for accountability.
- Respond to individual learning needs and support differentiated instruction.
- Indicate clearly the extent to which learning objectives have been met.
- Be directly linked to agreed learning objectives and success criteria.
- Provide students with regular opportunities to respond to teacher comments.
- Clearly distinguish between feedback on achievement and on effort.
- Encourage and motivate students through constructive, realistic feedback.
- Identify and communicate next steps for learning.
- Demonstrate to students that their work is valued and respected.
- Inform short- and medium-term planning for teaching and learning.
- Include evidence of student self- and peer-assessment where appropriate.
- Recognize and value verbal feedback as a legitimate and impactful form of response.
- Be consistent across the school, understood by teachers, students, and parents.

Implementation Guidelines

- Not all pieces of work require detailed written feedback. Teachers must use professional judgment to decide whether work is acknowledged, or quality marked.
- Marking should always focus primarily on the learning objectives and intended outcomes.
- All teachers must provide students in each subject with clear and actionable feedback at least once every two weeks.
- When feedback is provided verbally, a brief note must be recorded in the student's book or digital platform, outlining the next steps.
- Department and school leaders are responsible for monitoring the consistency and impact of marking practices to ensure alignment with UPS and ADEK expectations.

Recording of Assessment

Accurate and systematic recording of assessment data is essential for ensuring consistency, transparency, and accountability in monitoring student learning and progress. UPS requires that all classroom and subject teachers maintain detailed and up-to-date assessment records in line with school policy and ADEK expectations.

Teacher Responsibilities

- **Ongoing Record Keeping:**
Classroom and subject teachers must record day-to-day assessments of student work, including formative observations, performance on tasks, quizzes, and ongoing feedback.
These records must be updated regularly and accurately to reflect the current attainment and progress of each student.
- **Mark Book Maintenance:**
Every teacher is required to maintain an up-to-date mark book (digital or physical, as per school policy) containing, at minimum:
 - Individual student details.
 - Targets for the academic year or phase.
 - SoD (Students of Determination) information, where applicable.
 - Standardised assessment results.
 - Summative unit assessment marks.

- Interim and end-of-year levels or grades.

This ensures that student progress can be clearly tracked over time and shared with relevant stakeholders.

Middle Leader Responsibilities

- **Quality Assurance of Records:**

Middle Leaders must ensure that assessment records are maintained in sufficient detail, follow school-wide expectations, and are presented in a format that can be interpreted consistently by other staff (e.g., senior leaders, inspection teams, or external reviewers).

- **Moderation and Consistency Checks:**

Regular reviews and moderation sessions should be conducted to ensure that assessment data is accurate, standardized, and aligns with curriculum objectives and performance expectations.

Tracking Student Progress

UPS implements a systematic, and comprehensive tracking system to monitor individual and group student progress across all learning areas. This ensures that learning outcomes are effectively measured, analyzed, and used to inform teaching, intervention planning, and reporting.

Purpose of Tracking

- To provide an accurate and timely overview of each student's learning journey, ensuring that progress through curriculum experiences and outcomes occurs at an appropriate pace.
- To enable practitioners and senior leaders to make informed decisions about next steps in learning, targeted interventions, and resource allocation.
- To support the school's accountability framework, including internal reviews, self-evaluation processes, and external inspection or accreditation requirements.

Tracking System Requirements

- **Systematic Data Recording**

Assessment information gathered through planned formative and summative assessments must be recorded consistently in the school's tracking system to ensure transparency and accessibility.

- **Analysis by Student Characteristics**

Progress data must be recorded and analysed with reference to key student background characteristics, including (but not limited to):

- Gender
- SoD (Students of Determination) status
- EAL (English as an Additional Language) status
- Ability levels and other relevant demographic or academic indicators.

This enables the identification of patterns or trends in performance across different student groups and highlights areas where further support or targeted interventions may be required.

- **Data Accessibility & Use**

Tracking systems must allow Senior Leaders to easily analyse data to support school self-evaluation, inform strategic decision-making, and ensure readiness for ADEK inspections and accreditation reviews. Data must also be presented clearly and accurately to meet external reporting requirements.

- **Continuous Monitoring:**

Student progress data is reviewed at regular intervals throughout the academic year to ensure early identification of underperformance and implementation of appropriate support strategies.

Reporting to Parents

UPS is committed to ensuring that parents are fully informed about their children's progress, strengths, and areas for development. Effective reporting provides constructive feedback, promoting meaningful school-home partnerships, and ensures that students receive coordinated academic support.

Purpose of Reporting

- To provide parents with clear, positive, and constructive feedback on their child's learning and progress.
- To create structured opportunities for collaborative discussions between students, parents, and educators on next steps in learning.
- To ensure that reporting is manageable, purposeful, and aligned with regulatory requirements while maintaining high quality and relevance.

- To guarantee parents' right to receive timely and accurate information on their children's achievements, progress, and learning gaps.

Written Reports

UPS provides parents with formal written reports detailing student performance, learning outcomes, and identified areas for improvement. These reports must meet the requirements of ADEK and relevant accreditation bodies.

- Reports are issued once every academic term.
- Report templates and formats are formally reviewed at least once every three years to ensure accuracy, clarity, and compliance.

Parent Consultation Meetings

Formal parent-teacher consultation meetings are held at least twice per academic year. These meetings allow parents to discuss progress, assessment results, and personalized support strategies directly with teaching staff.

Verbal Feedback Opportunities

In addition to formal reporting, UPS ensures parents have access to ongoing communication regarding their child's learning journey through scheduled meetings, online platforms, and regular updates.

Parent Training Sessions

UPS offers parent workshops to build awareness and capacity in supporting student learning at home. Topics include:

- Understanding and interpreting external and standardized assessment reports.
- Effective home-based learning strategies to reinforce classroom learning.
- Awareness of curriculum expectations and performance standards.

Examination Integrity & Security

Ensuring the integrity, security, and fairness of assessments is a core priority at UPS. The school implements comprehensive security protocols designed to uphold academic honesty, protect examination content, and ensure compliance with all relevant UAE legislation and ADEK regulations.

All examination procedures at UPS, including internal, external, and standardised assessments are conducted in accordance with:

- ADEK regulations governing academic integrity and assessment security.
- Federal Decree Law No. (33) of 2023 Concerning Combating Cheating and Violation of Examination Systems, which outlines legal penalties for examination misconduct.
- UPS's internal academic integrity policies and examination procedures.

These measures ensure that every student's performance is assessed under controlled, equitable, and ethical conditions, free from any form of malpractice or unauthorized advantage.

UPS is committed to:

- Maintaining secure examination environments, both physical and digital.
- Preventing, detecting, and responding to all forms of academic misconduct.
- Ensuring clear accountability and transparent reporting procedures in accordance with ADEK and UAE legal requirements.

Invigilation & Examination Procedures

To uphold the integrity, fairness, and security of all assessments, UPS implements comprehensive invigilation protocols in line with ADEK's Examination and Student Behaviour Policies. These procedures aim to minimize opportunities for academic misconduct and ensure that all examinations are conducted in a secure, controlled environment.

Examination Protocols

1. Teacher & Staff Training

All invigilators and examination staff undergo formal training on ADEK-approved invigilation procedures prior to each examination cycle. Training includes identifying and addressing various forms of academic malpractice, emergency protocols, and proper incident reporting procedures.

2. Classroom Setup & Supervision

Examination halls are arranged in a manner that maximizes visibility and minimizes opportunities for collusion or cheating.

- Adequate spacing is maintained between students.

- Invigilators are assigned clear supervision zones.
- Seating plans are pre-approved and documented.
- Continuous monitoring is enforced throughout the exam.

3. Authorised Materials

- Only approved resources and materials are permitted in the examination venue.
- Unauthorized items, including mobile phones, smartwatches, notes, or any other electronic devices are strictly prohibited.
- Compliance checks are conducted before the exam begins, and violations are documented in accordance with UPS's Academic Integrity Policy.

4. Student Identification Verification

Prior to every high-stakes examination, student identities are verified using official school-issued IDs or approved identification methods. This procedure is implemented to prevent impersonation, ensure proper attendance, and maintain exam integrity.

Secure Storage & Handling of Exam Papers

To safeguard the integrity of all assessments, UPS maintains a strict chain of custody for the secure storage, handling, and distribution of examination materials. These measures ensure that exam content remains confidential, accessible only to authorized personnel, and compliant with ADEK's School Examination and Digital Security Policies.

Security Protocols

Digital Security

- All online and computer-based assessments are conducted exclusively through ADEK-approved digital assessment platforms. These systems employ encryption, user authentication, and restricted access controls to prevent unauthorized viewing, editing, or sharing of exam content.
- Access logs are maintained and regularly reviewed to ensure compliance with UPS and ADEK security protocols.

Physical Security

- Printed examination papers are stored in secure, locked, and restricted-access areas, such as designated examination storage rooms or safes.
- Only authorised personnel (e.g., examination officers or school leadership) may handle these materials prior to the scheduled assessment.

- Keys or digital access codes are documented and controlled in accordance with Universal Private School's internal security procedures.

Controlled Distribution and Collection

- Examination papers are distributed immediately before the start of an assessment and collected promptly after completion.
- All unused papers and answer scripts are accounted for and returned to the examination office to prevent leaks, loss, or unauthorized duplication.
- A chain-of-custody log is maintained to track the handling and transfer of all exam materials.
- To prevent unauthorized access to exam materials, UPS follows a secure chain of custody for handling and distributing assessment documents:
- Digital Security: Online exams are conducted via ADEK-approved assessment platforms, ensuring encryption and restricted access to exam content.
- Physical Security: Printed exam papers are stored in locked, restricted-access areas and only accessed by authorized personnel before the assessment.
- Controlled Distribution: Exam papers are distributed just before the test begins and collected immediately after, minimizing risks of leaks.

Prevention of Examination Misconduct

UPS enforces a zero-tolerance policy toward all forms of academic dishonesty in alignment with ADEK's Student Behaviour Policy and UAE Federal Laws. These measures are designed to maintain the integrity, fairness, and credibility of all assessments and examinations.

Exam Violations Include (but are not limited to):

- Cheating: Using unauthorised materials, communicating with others, or seeking unfair assistance during assessments or examinations.
- Plagiarism: Submitting work copied from external sources without proper citation or acknowledgment.
- Impersonation: Allowing or arranging for another individual to take an examination on behalf of a student.
- Tampering with Exam Materials: Altering, modifying, or attempting to change examination responses, scores, or official school records.

Procedural Response to Violations:

If a student is found to have violated these examination regulations, UPS will:

1. Report the incident to ADEK immediately, in line with official reporting procedures and regulatory requirements.
2. Apply disciplinary penalties as outlined in ADEK's Student Behaviour Policy, which may include disqualification from the exam, suspension, or other appropriate sanctions.
3. Notify parents or legal guardians in cases of serious academic misconduct, ensuring full transparency and accountability.
4. Document the incident in the student's academic record in accordance with UAE Data Protection Law and internal academic integrity protocols.

Reporting & Documentation of Incidents

UPS maintains a clear, transparent, and accountable process for the reporting and documentation of any suspected or confirmed breaches of examination security. This ensures that all incidents are handled promptly, fairly, and in compliance with ADEK policies and UAE legal requirements.

All incidents of suspected academic misconduct or examination security breaches must be managed through the following process:

1. Incident Documentation:

The teacher, invigilator, or relevant staff member files a written incident report detailing the nature of the violation, the time and location of occurrence, and any supporting evidence (e.g., screenshots, confiscated materials, invigilation notes).

2. Student Statement:

The student(s) involved are given an opportunity to provide a written or verbal statement explaining the circumstances surrounding the incident. This ensures procedural fairness and transparency.

3. Review by Academic Integrity Committee:

The case is escalated to the Academic Integrity Committee or school leadership team for review. Based on the findings, appropriate disciplinary measures are determined in line with the school's Academic Integrity Policy and ADEK guidelines.

4. Reporting to ADEK:

In cases involving serious or repeated violations, the incident is immediately reported to ADEK in accordance with official reporting protocols and regulatory requirements.

Compliance with ADEK & UAE Federal Laws

UPS is fully committed to ensuring that all assessment practices are conducted in strict compliance with UAE Federal laws and ADEK regulations governing academic integrity, assessment security, and data protection. These frameworks establish the legal and ethical standards that guide all examination and assessment processes at the school.

UPS complies with, but is not limited to, the following key regulations:

- **Federal Law No. (45) of 2021 Data Protection:**
Ensures that all assessment and examination data are securely stored, accessed only by authorized personnel, and managed in accordance with UAE data protection and privacy requirements.
- **ADEK School Digital Policy:**
Regulates digital assessment security, including the protection of online examination platforms, prevention of unauthorized access, and safeguarding of student information.
- **Federal Decree Law No. (33) of 2023:**
Outlines legal penalties and sanctions for examination misconduct, including unauthorized access, tampering, or other acts that compromise the integrity of assessments.

Post-Examination Security & Grade Verification

To maintain transparency, fairness, and accountability in grading and result processing, UPS implements a structured and standardized grade verification process. This ensures that all student results are accurate, reliable, and free from bias or error.

Post-examination procedures include:

- **Double Marking:**
All high-stakes assessments are graded by two qualified teachers to ensure consistency, objectivity, and accuracy in marking. Discrepancies are reviewed collaboratively to determine the final grade.

- **Grade Moderation:**

A moderation committee reviews assessment results to identify patterns, anomalies, or inconsistencies in grading. This process ensures alignment with the approved marking scheme, rubrics, and school assessment policies.

- **Appeal Process:**

Students who believe they have been unfairly graded may submit a formal grade review request within five (5) working days of receiving their results. Appeals are reviewed by an impartial panel, and outcomes are communicated in writing.

Exam Paper Guidelines - Assessment Paper Specifications:

All assessment papers at UPS must be developed and documented in alignment with curriculum standards, Depth of Knowledge (DoK) levels, and approved rubrics to ensure validity, reliability, and transparency in the assessment process.

The Assessment Paper Summary Table must be included with every assessment and must adhere to the following requirements:

Question Number	Type of Question	Standard	DoK Level	Rubrics Aligned (Yes, No, N/A)	Marks
1	Free Response	RL.9-10.1	1	No	/1
2	MCQ	RL.9-10.1	2	N/A	/4
3	Free Response	RL.9-10.1	3	Yes	/2

- Standard code next to each question
- DoK Level code next to each question
- The mark allocated next to each question

Academic Integrity and Misconduct

At UPS, academic integrity is a core value that underpins all aspects of teaching, learning, and assessment. The school is committed to promoting a culture of honesty, fairness, trust, and responsibility that supports authentic learning and upholds the credibility of all academic achievements.

Academic misconduct, whether committed by students or staff undermines the validity and reliability of assessment processes, distorts academic outcomes, and contradicts the ethical values and professional standards of the school.

UPS aligns with the expectations of ADEK and UAE education law to ensure that all assessment practices are transparent, equitable, and accountable.

The following definitions, classifications, and expectations outline the forms of academic dishonesty recognised by UPS, as well as the institutional responses and consequences for violations. These standards apply to all members of the school community and are essential for maintaining the integrity of the academic environment.

1. Student Academic Misconduct

Student academic misconduct refers to any intentional, negligent, or unauthorised action taken by a student to gain an unfair academic advantage, misrepresent their abilities, or compromise the integrity of an assessment or learning process. Such actions may occur individually or in combination and undermine the principles of fairness, honesty, and accountability that guide academic practice.

All forms of student academic misconduct will be documented, investigated, and addressed in accordance with UPS disciplinary procedures and ADEK's Academic Integrity Guidelines. Serious or repeated offenses may lead to escalated sanctions and mandatory reporting to ADEK.

1.1 Plagiarism

Plagiarism is a serious breach of academic integrity and occurs when a student presents another person's work, words, or ideas as their own without proper acknowledgment or attribution. This undermines the principles of honesty, originality, and intellectual property rights.

Examples of plagiarism include, but are not limited to:

- Copying text directly from books, journals, research papers, websites, emails, or any other sources without proper citation or quotation.
- Using visual or data-based content such as images, graphs, tables, charts, or statistics without referencing the original source.
- Paraphrasing or summarizing another person's ideas without appropriate acknowledgment.
- Submitting work produced by another person or AI tool without disclosure and proper attribution.
- Failing to credit the original creator of any content, regardless of whether it is published, digital, or shared informally.

Plagiarism will be addressed in line with UPS disciplinary procedures and ADEK's Academic Integrity Guidelines. Consequences may include invalidation of assessments, disciplinary sanctions, and mandatory reporting to ADEK for serious or repeated offenses.

1.2 Collusion

Collusion is a breach of academic integrity and refers to unauthorised collaboration between students that results in one student allowing their work to be copied, submitted, or presented by another as original. Unlike approved collaborative learning, collusion involves misrepresentation of authorship and compromises the validity of assessment outcomes.

While collaborative work may be encouraged in some assignments:

- Each student is required to submit their own individually completed work, unless explicitly stated otherwise in the assessment instructions.
- Students may collaborate in gathering data, conducting research, or brainstorming ideas, but all submitted work must be expressed in their own words and reflect individual understanding.
- Sharing completed work or drafts for the purpose of duplication is strictly prohibited.
- Group work must clearly document individual contributions in line with the assessment criteria.

Collusion will be treated as academic misconduct and addressed in accordance with UPS disciplinary procedures and ADEK's Academic Integrity Guidelines. Both the student providing and the student receiving unauthorised assistance will be held accountable.

1.3 Fabrication of Data

Fabrication of data is a serious violation of academic integrity and refers to the deliberate creation, manipulation, or misrepresentation of information, data, or results in any academic task, assessment, or research-related activity. Such actions undermine the credibility of assessment outcomes and the integrity of the learning process.

Examples of fabrication include, but are not limited to:

- Inserting fictitious data, references, or sources into reports, essays, or research projects.
- Manipulating or selectively reporting data or results to produce misleading or false conclusions.
- Presenting fabricated, altered, or otherwise falsified information as genuine and original work.
- Misrepresenting group work contributions or creating false evidence of participation.

Fabrication of data will be treated as a major academic offense and addressed in accordance with UPS disciplinary procedures and ADEK's Academic Integrity Guidelines. Sanctions may include invalidation of assessments, suspension, and mandatory reporting to ADEK where required.

1.4 Impersonation

Impersonation is considered a serious breach of academic integrity and undermines the validity, security, and fairness of assessment processes. It involves any attempt to misrepresent a student's identity for academic advantage.

Examples of impersonation include, but are not limited to:

- A student falsely assuming another student's identity during classes, assessments, or official school activities.
- Allowing another person to attend a class, sit an exam, or submit work on one's behalf, either physically or digitally.
- Facilitating or participating in identity misrepresentation for the purpose of gaining an unfair academic advantage.

Both the impersonator and the individual being impersonated will be held accountable in line with UPS disciplinary procedures and ADEK's Academic Integrity Guidelines. Impersonation may result in serious disciplinary action, including suspension, invalidation of assessment results, and mandatory reporting to ADEK.

1.5 Academic Dishonesty (Cheating)

Cheating refers to any act intended to gain an unfair or dishonest advantage during assessments or examinations. Such conduct violates the school's Academic Integrity Policy and the academic honesty expectations established by ADEK.

Cheating includes, but is not limited to:

- Accessing or attempting to access examination content in advance through unauthorized means.
- Possessing or using prohibited materials during assessments (e.g., notes, mobile phones, smart devices, textbooks).
- Communicating or collaborating with others during an assessment, whether verbally, non-verbally, or electronically.
- Consulting unauthorized sources while taking an exam or completing coursework.
- Using unauthorized calculators, devices, or digital tools in breach of examination regulations.
- Facilitating cheating by providing, sharing, or receiving assistance in any form.

All incidents of cheating will be documented, investigated, and escalated in accordance with ADEK's Academic Integrity Guidelines and the school's disciplinary procedures.

2. Cyber-Related Academic Misconduct

Cyber-related academic misconduct includes the use of technology to manipulate or falsify assessment outcomes. Examples include:

- Gaining unauthorized access to digital platforms, accounts, or test data.
- Logging into assessment platforms on behalf of another student.
- Accessing restricted systems to retrieve, alter, or leak exam content.
- Submitting work purchased online or generated by third parties.
- Using phishing or hacking techniques to obtain protected information.
- Circumventing security systems (e.g., IPS firewalls) to alter grades or submissions.

Cyber-related academic misconduct refers to the use of digital technologies, online platforms, or electronic systems to gain an unfair academic advantage or to compromise the integrity of assessments. Such actions violate the school's Academic Integrity Policy, UAE cybercrime laws, and ADEK's academic honesty expectations.

Cyber-related academic misconduct includes, but is not limited to:

- Gaining unauthorized access to digital platforms, student or staff accounts, or secure test data.
- Logging into online assessment platforms on behalf of another student or allowing another person to log in on one's behalf.
- Accessing or attempting to access restricted systems to retrieve, modify, or leak examination content or assessment information.
- Submitting assignments or assessments produced by third parties, including work purchased online, shared through unauthorized platforms, or generated through AI tools without authorisation.
- Using phishing, hacking, or other cyber-intrusion techniques to obtain protected academic information.
- Circumventing or tampering with security systems (e.g., firewalls, IPS, proctoring tools) to alter grades, submissions, or assessment records.

All incidents of cyber-related academic misconduct will be documented, investigated, and, where required, reported to ADEK in accordance with Academic Integrity Guidelines and relevant UAE cyber regulations.

3. Unauthorized Use of Artificial Intelligence (AI)

The use of Artificial Intelligence (AI) tools is not inherently considered academic misconduct. However, misuse of AI constitutes a breach of academic integrity when it undermines the learning process, misrepresents authorship, or compromises assessment validity.

AI-related academic misconduct includes, but is not limited to:

- Submitting AI-generated content without appropriate acknowledgment or citation.
- Using AI tools to bypass learning, such as generating essays, solving assignments, or producing responses without personal engagement.
- Presenting AI-produced output as original work, without demonstrating understanding, critical analysis, or meaningful revision.

Students who use AI in their work must clearly disclose and reference its use in line with the school's academic honesty guidelines. Where the authenticity or ownership of submitted work is in doubt, students may be required to verify their understanding through oral or written assessments. Misuse of AI will be treated as academic dishonesty and addressed in accordance with ADEK's Academic Integrity Guidelines and the school's disciplinary procedures.

4. Staff Academic Corruption

UPS upholds a zero-tolerance policy toward any form of academic misconduct by staff. *Staff academic corruption* refers to any action, whether deliberate, negligent, or biased that undermines the integrity, fairness, or transparency of teaching, assessment, grading, or certification processes.

Examples of staff academic corruption include, but are not limited to:

- Altering or falsifying student results, assessment records, or grades.
- Providing unauthorized assistance to students during assessments or examinations.
- Manipulating assessment conditions to advantage or disadvantage individual students or groups.
- Breaching confidentiality of assessment materials or student information.
- Failing to apply assessment policies or rubrics consistently, resulting in unfair advantage or disadvantage.
- Accepting or soliciting personal benefit in exchange for academic favouritism.

All allegations of staff academic corruption will be investigated thoroughly and addressed in accordance with ADEK's Code of Conduct, UAE Federal laws, and UPS *disciplinary* procedures. Proven violations may result in disciplinary action, dismissal, and mandatory reporting to ADEK.

4.1 Deliberate Misconduct

Deliberate misconduct refers to intentional actions by staff that violate academic integrity principles, compromise the validity of assessment processes, or breach institutional and regulatory expectations. Such actions represent a serious violation of professional conduct and may result in disciplinary measures, including termination of employment and reporting to ADEK.

Examples of deliberate misconduct include, but are not limited to:

- Bribery - Accepting or soliciting gifts, money, or favours in exchange for academic advantages or preferential treatment.
- Collusion - Knowingly ignoring, facilitating, or participating in student academic misconduct.
- Favouritism - Providing unequal academic opportunities, support, or grades based on personal relationships, bias, or discrimination.
- Unauthorised disclosure - Sharing assessment materials, answer keys, or related content prior to official release.
- Providing unauthorised assistance during examinations, including verbal, written, or digital communication that compromises assessment integrity.

All confirmed cases of deliberate misconduct will be investigated in accordance with UPS disciplinary procedures and ADEK's Code of Conduct. Proven violations may lead to immediate escalation, including mandatory reporting to ADEK and relevant authorities.

4.2 Negligence in Enforcing Academic Integrity

Negligence refers to a failure to uphold established academic integrity policies and procedures, whether through omission, lack of diligence, or disregard for institutional protocols. Such actions can compromise the validity, reliability, and fairness of assessments and may constitute a breach of professional conduct under ADEK's Code of Conduct.

Examples of negligence include, but are not limited to:

- Failing to report suspected academic misconduct in a timely and appropriate manner.
- Providing inadequate supervision during assessments, creating opportunities for cheating or unauthorised collaboration.
- Poor safeguarding of assessment materials or digital data, including failure to secure login credentials, test content, or examination scripts.
- Not implementing approved accommodations or security measures required under UPS and ADEK policies.

Negligence in enforcing academic integrity will be subject to formal investigation and may result in disciplinary action in line with school procedures and ADEK regulatory requirements.

4.3 Unintentional Bias

Unintentional or unconscious bias in assessment or instruction can lead to academic inequity and undermine the principles of fairness and objectivity. All UPS staff are required to ensure that assessment practices are impartial, transparent, and consistently applied, in line with ADEK's expectations for equitable education.

Examples of unintentional bias include, but are not limited to:

- Offering additional support, accommodations, or deadline leniency to certain students without valid or documented justification.
- Applying inconsistent grading standards or subjective criteria that advantage or disadvantage specific students or groups.
- Making assumptions about academic integrity or ability based on gender, nationality, language background, or other non-academic factors, leading to inadequate checks or uneven monitoring.

Staff must actively reflect on and mitigate personal biases through standardised procedures, moderation practices, and adherence to approved assessment rubrics to ensure fairness and consistency.

4.4 Staff Accountability

All UPS staff are expected to model, promote, and always uphold academic integrity, in alignment with ADEK's Code of Conduct and the school's Academic Integrity Policy. Staff play a critical role in ensuring that all assessment practices are secure, fair, and transparent.

Staff responsibilities include:

- Modelling and upholding academic integrity in all teaching, learning, and assessment contexts.
- Reporting incidents of suspected academic misconduct promptly through the designated reporting channels.
- Implementing and maintaining secure and equitable assessment conditions, in accordance with UPS policy and ADEK requirements.
- Always protecting the confidentiality of assessment materials and student data.

Failure to comply with these responsibilities will result in a formal investigation and may lead to disciplinary action, up to and including termination of employment and mandatory reporting to ADEK where required.

APPENDICES

Appendix 1

Academic Monitoring, Assessment and Reporting (AMAR) Calendar

The AMAR Calendar provides a structured overview of all internal and external assessments, monitoring checkpoints, and reporting timelines. It ensures UPS complies with ADEK directives, supports student learning progress tracking, and allows for systematic data-driven interventions.

The calendar aligns with ADEK assessment timelines and internal reporting cycles.

- The AMAR Calendar defines:
 - Assessment types and their timing throughout the academic year.
 - Roles and responsibilities for administration and monitoring.
 - Reporting windows for students, parents, leadership, and ADEK.
 - Key checkpoints for quality assurance and compliance.
- The calendar is reviewed annually and updated each academic year to reflect ADEK directives and school priorities.

(Add AMAR Calendar here)

EXAMPLE:

Term	Assessment Type	Responsible Lead	Monitoring Checkpoint	Reporting Window	Notes
Term 1	Baseline / Diagnostic (e.g. MAP / GL PT)	Assessment Lead, Teachers	Week 3 – QA check by SLT	Week 4 – Parent reports shared	Data entered in eSIS
Term 1	Internal Formative & SBA	Subject Leads, Teachers	Mid-term moderation	End of Term	ADEK data submission deadline
Term 2	Summative + SBA	Assessment Lead, Teachers	Week 7 – moderation & data check	End of Term	MAP, GL, Ei ASSET
Term 2	International Benchmark (e.g. PISA/TIMSS)	Principal, Exams Officer	ADEK window	Post-assessment briefing	Participation logs required
Term 3	End-of-Year Summative	All teaching staff	Final moderation	Term end	Final academic report cards
Term 3	Re-sits / Make-up	Exams Officer	1 week after EOYE	Report to ADEK	For absences or valid exemptions

Appendix 2

Roles and Responsibilities Matrix

This matrix clearly defines accountability for assessment planning, delivery, monitoring, and reporting. It ensures consistent implementation and clarity across all levels of the school.

Role	Responsibilities	Accountability
Principal / SLT	Approves assessment calendar, oversees ADEK compliance, ensures reporting quality, approves interventions.	Overall leadership
Assessment Lead	Develops AMAR calendar, coordinates SBA and internal assessments, oversees QA & moderation, prepares reports.	Reports to SLT
Exams Officer	Administers SBAs and international assessments, manages logistics, maintains secure storage, ensures reporting accuracy.	Reports to Assessment Lead
Subject Leads (HoDs)	Coordinate internal assessments, moderation, and ensure alignment with curriculum standards.	Reports to Assessment Lead
Teachers	Deliver assessments, provide feedback, record results accurately, support intervention planning.	Reports to Subject Leads
Inclusion Coordinator	Ensures accommodations and modifications align with ADEK Inclusion Policy, monitors implementation.	Reports to SLT
Data Manager	Uploads and manages data in eSIS, verifies accuracy, prepares ADEK submissions.	Reports to SLT
Invigilators	Implement exam protocols, maintain integrity, report irregularities.	Reports to Exams Officer

Assessment Quality Assurance & Moderation Framework

UPS ensures validity, reliability, and fairness of all internal assessments through structured moderation and quality assurance processes.

Pre-Assessment QA

- Review by Subject Leads and Assessment Lead
- Checks on alignment, fairness, clarity, and accommodations
- SLT approval before administration

During Assessment

- Invigilation protocols enforced
- Incidents documented and escalated immediately

Post-Assessment Moderation

- Cross-class moderation within 5 working days
- Samples reviewed for marking consistency
- Adjustments made if needed

Reporting QA

- Data verified by Data Manager
- SLT reviews reports before parent communication or ADEK submission

Appendix 4

Risk Management & Contingency Protocols

UPS ensures assessment continuity and compliance in the event of disruptions or irregularities through clear contingency procedures.

Scenario	Immediate Action	Escalation
IT failure during digital exam	Pause assessment; contact IT & Exams Officer; document issue.	Inform SLT; reschedule within 48 hrs.
Student misconduct	Record incident; remove student if required; submit incident report.	Escalate to SLT & ADEK (if required).
Emergency evacuation	Suspend assessment; secure papers; reschedule.	Inform ADEK (if SBA).
Paper breach or loss	Inform SLT immediately; conduct investigation; invalidate assessment.	Report to ADEK.

Student and Parent Engagement in Assessment

UPS promotes transparency and collaboration in assessment through active engagement with parents and students.

- Parents are informed of assessment schedules at the start of each term.
- Reports are issued within two weeks of each reporting window.
- Progress meetings are scheduled twice a year.
- Students engage in self-assessment and reflection activities.
- Results are shared in accessible, parent-friendly formats.

ADEK Compliance Alignment

This section outlines how the Assessment Policy aligns with the requirements of Abu Dhabi Department of Education and Knowledge (ADEK).

1. Assessment Philosophy

UPS affirms its commitment to ADEK's Student Assessment Policy. All assessment practices are designed to ensure validity, reliability, and equity, supporting a data-informed culture that drives student progress and school improvement.

2. Assessment Structures & Cycles

UPS integrates ADEK-approved benchmark assessments (such as CAT4, NGRT, TIMSS, PIRLS, PISA) into its academic monitoring calendar. Summative and formative assessments are conducted at minimum frequencies set by ADEK, ensuring standardization and moderation across subjects.

3. Inclusion and Equity (SoD & ALN)

UPS implements assessment accommodations in line with ADEK Inclusive Education Policy, ensuring equal opportunities for students with Students of Determination (SoD) and students with Additional Learning Needs (ALN). These accommodations include extended time, alternative formats, assistive technology, and Arabic language adjustments where applicable. All accommodations are documented in student records.

4. Examination Integrity & Security

UPS maintains strict examination protocols aligned with ADEK regulations and UAE Federal Law No. (33) of 2023. Examination security incidents are reported through ADEK's official incident reporting channels. Staff accountability measures are enforced to maintain academic integrity.

5. Data, Tracking & Reporting

UPS complies with UAE Federal Law No. (45) of 2021 on Data Protection. All assessment data is stored securely, reported to ADEK through required channels, and used for internal school improvement. Triangulation of formative, summative, and standardized assessment data informs decision-making.

6. Stakeholder Engagement

UPS involves parents and students in the assessment process through structured feedback opportunities, formal reporting each term, and consultation meetings. This is aligned with ADEK's engagement requirements.

7. Academic Integrity & Misconduct

UPS fully aligns its academic integrity procedures with ADEK Academic Integrity Guidelines (2024). All incidents of academic dishonesty are documented, escalated, and reported to ADEK as per the official process.

8. Governance & Policy Review

UPS' Assessment policy is reviewed annually by the School Leadership Team to ensure compliance with ADEK regulations and UAE Federal Laws. Amendments are documented and shared with ADEK where required. A compliance audit is scheduled each year.

Appendix 7

Operational Templates and Forms (include all in this section going forward) Mark each doc as a different Appendix number

The following templates support standardized implementation and inspection readiness:

- Invigilation Checklist (Pre-, During, Post-Assessment)
- Incident & Misconduct Reporting Form
- Moderation Record Template
- Data Reporting Template (linked to eSIS fields)
- Parent Communication Template
- Student Reflection & Goal Setting Sheet