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RAHAINTERNATIONALSCHOOLKHALIFA

CITYCAMPUS

POLICIES

Policy title	Assessment Policy
Policy number	KCC_POL_AH_02
Policy Version	2
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Approving Committee	Name	Signature
Principal	Peter Taylor	

1. Purpose

This Assessment Policy outlines the principles, practices, and expectations for assessment across the IB continuum at Raha International School KCC, including Early Years, PYP, MYP, DP, and CP (with BTEC). It is grounded in the IB Mission and Learner Profile, the Raha KCC Mission, and aligned with ADEK standards and Taaleem policies.

2. Scope

This policy aligns with ADEK regulations by ensuring rigorous assessment practices, transparent reporting, and inclusive education. It supports ADEK's emphasis on student wellbeing, academic integrity, and continuous improvement.

In line with ADEK Inclusion Policy the school will ensure that students with additional learning needs are not disadvantaged during any form of assessment. Consequently, we will:

a. Evaluate the needs of all students with additional learning needs to:

1) Ensure all accommodations and modifications reflect the student's normal way of working in the classroom.

2) Ensure permissions for accommodations and modifications are sought and adherence to policies/guidelines stipulated by external assessment providers and examination boards, where necessary.

3) Develop in AY 25-26 an Assessment Accommodations Policy outlining the process and eligibility for applying accommodations and modifications for assessments, in line with any external assessment provider requirements (if applicable)

- The draft policy will ensure students normal way of working in class mirrors how they will be assessed
- KCC will keep records of the accommodations and modifications required by individual students and ensure that teachers and invigilators have access to these records.
- Accommodations and modifications will adhere to the regulations and guidelines stated by the assessment providers

In Line with the ADEK Inclusion Policy the school will:

- analyze internal and external assessment results to develop tiered interventions that address all student needs and where appropriate, target different groups (e.g., gifted and talented, students at educational risk, and students with additional learning needs), or cater to individual needs.
- In the event of individualised interventions involve the student in the process (particularly important for students in cycles 2 and 3).
- involve relevant internal and external stakeholders (e.g., parents, teachers, relevant specialists) when planning interventions and when identifying appropriate external agencies where further specialist intervention is recommended.
- allocate resources to support individuals and groups of students, verifying that teaching staff provide the necessary teaching and learning accommodations and manage allocated resources.

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3. Assessment Philosophy and Principles

Assessment is integral to teaching and learning. It provides feedback to inform instruction, supports student growth, and ensures alignment with IB standards. Both formative and summative assessments are used to evaluate student progress.

4. Rational and Purpose

An assessment policy is derived from the school's and the IB's assessment philosophy and principles, which must be consistent with each other. It is constructed around educational and pedagogical values and, therefore, represents a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of assessment.

5. What are the IB expectations for schools regarding assessment that we adhere to?

Assessment at the school reflects the IB assessment philosophy and focus on Standard C.4

- Assessment at the school aligns with the requirements of the programme(s).
- The school communicates its assessment philosophy, policy and procedures to the school community.
- The school uses a range of strategies and tools to assess student learning.
- The school provides students with feedback to inform and improve their learning.
- The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
- The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
- The school analyses assessment data to inform teaching and learning.
- The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
- The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project, the Diploma Programme extended essay, and the Career programme reflexive Project, depending on the programme(s) offered.

6. Assessment - Formative and Summative

Formative assessment represents the process of gathering, analysing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. It is one essential component of classroom practice and needs to be integrated into the curriculum. The assessment policy will make clear to the whole community what the expectations and practices

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relating to formative assessment in the school are.

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PYP

Early Years: Assessment is ongoing and observational, focusing on developmental milestones and learning through play. Teacher's document learning using portfolios, floor books, reflections and anecdotal records.

Primary: Assessment is continuous and includes formative and summative tasks aligned with transdisciplinary themes. Units include reflections, rubrics, and student-led conferences.

MYP: Assessment follows IB criteria and includes a range of tasks such as investigations, projects, and performances. Timelines are mapped to ensure balance and alignment with subject guides.

DP: Assessment includes internal and external components. Internal assessments follow a calendar approved by the Assistant Head – DP. External assessments are scheduled by IB and include exams and coursework.

CP/BTEC: Assessment includes vocational coursework and IB components. BTEC assignments follow structured timelines for submission and feedback.

Career Related Studies (BTEC):

Career related Studies within the CP follow the assessment regulations of the BTEC awarding body (Pearson). Assessment:

- Is criterion-referenced
- Is based primarily on internally assessed coursework, externally moderated by the awarding body.
- Uses clearly defined assignments briefs, assessment criteria and grading descriptors.

Teachers ensure that:

- Assignments are authentically vocational, linked to real-world contexts.
- Students receive formative feedback prior to final submission, in line with Pearson requirements.
- All summative decisions are supported by documented evidence.
- Assessment decisions are standardized and internally verified.

Students are informed in advance of:

- Assessment criteria and grading requirements
- Submission deadlines and authentication procedures
- Consequences of missed deadlines or academic misconduct.

Toddle Portfolios – Learning Stories

In EY, teachers use the Toddle portfolio to capture and share learning stories that document individual student growth. Throughout the day, the teacher observes students during whole class, small groups, play and inquiry, taking photos, videos, or anecdotal notes that highlight key moments of new learning, exploration, collaboration, or skill development.

The teacher then uploads this evidence to Toddle and writes a short narrative that:

- Describes the context (what the child was doing and why it was significant).
- Links to learning outcomes (e.g., language development, social skills, ATL focus).
- Highlights conceptual understanding or learner profile attributes observed.
- Poses a reflection or next step for the child or invites parents to contribute from

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home.

This process creates a living record of learning that is criterion-related, student-centered, and accessible to families. It encourages partnership, allows teachers to track progress over time, and supports planning for next steps in a responsive way.

See–Think–Wonder Thinking Routine

Teachers introduce a visual provocation (e.g., an image of animals, a new material, or a community helper). Students share what they see, what they think is happening, and what they wonder. Teachers document responses on a chart or in Toddle, using them to uncover prior knowledge, identify misconceptions, and co-plan investigations or provocations with the class.

Floor Books

Teachers work with students to co-create large, collaborative floor books during or after group learning experiences. Students add drawings, photos, labels, annotations and wonderings, while teachers record children's words, questions, and thinking. These books serve as a shared reflection space, showing how thinking develops over time and guiding future inquiries.

Success Criteria Across the PYP

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Our success criteria are intentionally derived from Bloom's Taxonomy to support a progression from recalling facts to applying, analysing, evaluating, and creating. By breaking learning goals into clear, visible steps, students understand what success looks like and how to deepen their thinking.

This aligns with our approach to formative assessment and Assessment for Learning (AfL), which is designed to challenge, support, and move learning on. Teachers use evidence from questioning, observation, progress checks, peer/teacher feedback, and student self-assessment to identify where learners are and plan the next step to move them forward.

In practice, this means that:

- **Challenge** is provided through tasks that require higher-order thinking (analysis, evaluation, creation).
- **Support** is embedded through scaffolds, modelling, and feedback at each level.
- **Learning is moved on** as teachers adapt instruction in real time, guiding students to progress from surface understanding to conceptual transfer and independent application.

Toddle Reflections

Students upload work samples, photos, or short videos to Toddle and write or record reflections linked to the central idea, key concepts, or learning outcomes. Teachers comment with targeted feedback, prompting students to set goals or identify next steps.

Visual Thinking Routines

Teachers use routines such as Think-Puzzle-Explore, Connect–Extend–Challenge, and I Used to Think… Now I Think… to uncover student thinking. Responses are documented on anchor charts, Padlets, or Toddle, then revisited later in the unit to show growth and concept development. Visual thinking routines are mapped from minis-grade 5

ATL Rubrics and Self-Assessment

Students use rubrics to assess skills such as collaboration, research, and communication. They highlight evidence of their skills in Toddle portfolios, compare with teacher feedback, and set personal goals (e.g., "Next time I will ask more clarifying questions when working with my group").

Peer Feedback and Gallery Walks

Teachers explicitly teach students how to give constructive peer feedback using the **TAG model**:

- **T – Tell something you like:** Students begin with a positive comment, reinforcing what worked well.
- **A – Ask a question:** Students ask a clarifying or curiosity-driven question to prompt deeper thinking (e.g., "Why did you choose that material?").
- **G – Give a suggestion:** Students offer one actionable suggestion to help their peer improve their work.

Teachers model the process through think-aloud and sentence starters ("I like…", "I wonder…", "Maybe you could…"). TAG is used during gallery walks, writing conferences, design tasks, and creative arts projects.

Example 1:
During an Early Years inquiry into living things, teachers use the See–Think–Wonder routine to uncover students' prior knowledge and curiosity. A photo of a desert environment is displayed or a plant that is no longer living is placed in the classroom with a sign saying, "help me", and students share what they see, what they think is happening, and what they wonder. Teachers record responses in a floor book and wonder wall, using the evidence to identify misconceptions and co-plan provocations for the following week. As the inquiry progresses, teachers revisit the routine to document conceptual growth and adjust provision accordingly.

Example 2:
In a Primary language unit, students co-construct success criteria for effective descriptive writing based on Bloom's Taxonomy. Together, they define what it means to identify, explain, and create powerful imagery. Using these criteria, students write short paragraphs and then use the TAG model (Tell something you like, ask a question, give a suggestion) to provide peer feedback. The teacher observes interactions, gathers evidence of understanding, and uses this feedback cycle to plan targeted mini lessons on vocabulary and sentence fluency.

Example 3:
During a mathematics inquiry on patterns and function, students are challenged to justify their understanding rather than simply create a pattern. Each student designs a two-step or three-step repeating pattern and then records an explanation to prove why it follows a rule. The teacher introduces a "spot the mistake" task where an incorrect pattern sequence is shown, and students must identify the misconception, explain why it is wrong, and reconstruct it correctly. Through paired discussion and teacher questioning, students articulate reasoning using mathematical vocabulary such as *s*equence, repeat, and attribute. Evidence of reasoning is captured through annotated photographs, audio recordings, and reflections on Toddle. The teacher analyses responses to assess depth of understanding and transfer, who can apply their knowledge of patterns to identify, justify, and correct errors in new contexts. These insights inform grouping and next-step planning to extend mathematical reasoning.

Example 4:
In a transdisciplinary "How we organise ourselves unit, students use an ATL self-assessment rubric on collaboration. After a group project, they highlight how they contributed, solved disagreements, and communicated ideas. The teacher conferences with each student, linking observations to the rubric and supporting goal setting for the next cooperative task. Evidence from these reflections informs both social-emotional learning goals and academic grouping decisions.

MYP Examples of formative assessment practices

Example 1:
Science teachers may make use of Claim-Evidence-Reasoning (CER) exit slips at the end of an investigative lesson. After conducting a simple experiment, such as testing how temperature affects the rate of a chemical reaction, students complete a short-written task where they state a

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claim (e.g., “Higher temperatures increase the reaction rate”), support it with evidence from their data, and explain the reasoning that links the evidence to the scientific principle. The teacher reviews these responses to identify gaps in understanding and provides feedback in the next lesson, helping students refine their scientific thinking before a summative lab report.

Example 2:

After a lesson on linear equations, students are asked to complete a short “Graph Match Challenge” where they are given three different lines on a coordinate grid and must write the corresponding equations in the form $y = mx + b$. Students then swap papers and use a color-coded peer feedback checklist to verify the slope (m) and intercept (b) values. The teacher collects these for a quick scan to identify who is struggling with the relationship between gradient and intercept. In the next lesson, targeted mini tasks allow for reteaching before students complete a summative investigation on interpreting and creating real-world linear models.

Example 3:

During the ideation stage of a product design unit, students create three thumbnail sketches of potential design solutions for a sustainable desk organizer. They upload their sketches with annotations explaining how each idea meets the design specification. The teacher then provides focused written and verbal feedback highlighting strengths, areas for refinement, and how the design meets the user’s needs. This feedback helps students refine their most promising idea before progressing to CAD modeling and a summative prototype presentation.

DP Examples of formative assessment practices

CP Examples of formative assessment practices

MoE examples of formative assessment practices

Summative assessment is concerned with measuring student performance against Diploma Programme assessment criteria to judge levels of attainment. Teachers must be aware of the principles and practices that the IB uses to conduct summative assessment. Summative and formative assessments are, therefore, inherently linked and teachers must use their knowledge of IB summative assessment expectations and practices to help students improve performance in a formative way.

PYP Examples of summative assessment practices

Example 1:

Across the PYP, teachers use GRASPS tasks to design authentic, criterion-related summative assessments that culminate in an action piece a product or performance that demonstrates learning in action.

In the Grade 1 Who we are unit, students act as Gratitude Ambassadors to show they are and how their culture helps build community. The process involves inquiry, discussion, and reflection on identity and belonging, while the product includes two puzzle pieces about me and my culture, a plaster mask in flag colours, and a short bilingual presentation. Students also write and deliver a thank-you letter to a community helper, applying their understanding through authentic, purposeful action.

This action piece integrates Language, Visual Arts, Arabic, Islamic, and SEL outcomes and

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strengthens the Learner Profile traits of Caring, Open-minded, and Balanced. Evidence is gathered through artefacts, reflections, and teacher rubrics in Toddle and in books.

Example 2:

In the Grade 5 How the world works unit, the Action Piece evolves into a complex, collaborative inquiry titled “Changing Land, Wise Decisions.” Students take on the role of Urban Planners and Environmental Consultants to design and defend a community plan that responds to natural and human changes to Earth’s surface. The process includes scientific research, data synthesis, modelling, peer review, and coding a STEAM robotics demonstration to test an emergency route. The product a physical or digital community model, policy brief, and oral presentation demonstrates conceptual transfer across disciplines and responsible citizenship in action.
This summative task exemplifies social-justice-oriented learning where students justify ethical decisions about land use, advocate for conservation, and present recommendations to an authentic audience. Evidence is collected through book work, rubrics, reflections, and digital records on Toddle.

MYP Examples of summative assessment practices

Example 1:

Criterion B and C lab report titled *"How does temperature affect the rate of a chemical reaction?"*
In this task, students design and investigate exploring how temperature impacts the rate of a chosen chemical reaction, such as the reaction between sodium thiosulfate and hydrochloric acid. They develop a testable hypothesis, identify variables, plan a method, and collect accurate, reliable data. The lab report requires students to demonstrate Criterion B (inquiring and designing) and Criterion C (processing and evaluating) by presenting their data clearly, analyzing their results, and drawing well-reasoned conclusions. The earlier CER exit slip serves as a scaffold for their conclusion, where students are expected to clearly state a claim, support it with evidence from their investigation, and explain the reasoning behind their scientific conclusions.

Example 2:

For their summative assessment, students complete a “Real-World Linear Modelling Project.” They choose a real-life context—such as predicting taxi fares, tracking temperature changes, or comparing mobile data plans—and collect or are provided with relevant data. Students graph the data, determine the equation of the best-fit line ($y = mx + b$), and interpret the meaning of the slope and intercept within the chosen context. They submit a short-written report explaining their process, calculations, and conclusions, supported by a clearly labelled graph. This task assesses their ability to apply conceptual understanding of linear relationships to authentic situations.

Example 3:

For their summative assessment, students develop and present a final prototype of their sustainable desk organizer based on the refined design concept. Using CAD software, they produce detailed digital models and technical drawings that demonstrate accuracy in

dimensions, material choices, and functionality. Students then create a short design portfolio documenting their process, from research and ideation to modeling and evaluation, showing how teacher feedback influenced their final design decisions. The assessment concludes with a brief presentation where students justify their design choices in relation to the design specification, sustainability principles, and user feedback.
DP Examples of summative assessment practices
CP/BTEC Examples of summative assessment practices
MoE Examples of summative assessment practices

7. Our process of policy development

The construction and implementation of this assessment policy is intended to help the school to engage meaningfully with IB assessment expectations and develop these in the context of the school's unique circumstances. Within its construction and implementation Raha KCC recognises it is essential to understand and implement IB assessment expectations and practices so that students are given the optimum chance of succeeding in the programme. This process includes:

- Assimilation of relevant programme and subject guides
- Attendance of appropriate professional development events.
- Comparison of IB expectations and the practices in the school.
- Synthesis of the school's expectations and practices with those of the IB and those of the host country.
- Generation of a common understanding of expectations and practices that suit the context of the school.
- Inclusion incorporation of other methods of assessment and reporting when using other prescribed systems, for example through MoE courses. This may involve a synthesis or a decision to run some aspects in parallel as in the case of certain Arabic and Islamic courses
- Ensuring the policy is "lived in practice" and that this must be evident during the authorization and evaluation stages.
- Employing a collaborative process during formulation and review of this and other policies to ensure the points above are correctly captured and employed
- Reviewing the policy biennially and again ensuring this is a collaborative process

Teachers are responsible for implementing assessment practices, providing feedback, and maintaining academic integrity. Coordinators oversee alignment with IB and ADEK standards. Leadership ensures policy review and professional development.

8. Our approaches to moderation

Moderation is conducted collaboratively within departments. Teachers engage in standardization meetings to ensure consistency in applying assessment criteria.
Cross-school moderation may occur with other Taaleem schools to align grading practices. Moderation is documented and informs professional development and curriculum planning.

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For the IB Career-related Programme, moderation includes internal verification of BTEC assignments in line with the requirements of Pearson, the awarding body.

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9. Our approaches to grading

Grading is criterion-referenced and aligned with IB expectations. Teachers award grades based on descriptors, not relative performance.

MYP grades are based on subject-specific criteria. DP and CP grades follow IB subject guides.

In the Career-related Programme (CP), grading of the Career-related Studies (CRS) follows Pearson requirements, the awarding body, and is reported using Pass, Merit, and Distinction levels.

Teachers provide feedback and use rubrics to support transparency and student understanding.

10. Our approaches to reporting

Reporting is conducted through Toddle and includes academic progress, ATL skills, and learner profile attributes.

Reports are issued at regular intervals and include narrative comments and grades.

Parent-teacher conferences and student-led conferences support reporting and engagement.

Reporting for CP students includes:

- Progress and achievement in DP subjects
- Achievement in Career related studies (BTEC)
- Development within the CP Core

11. Our means of recording and storing assessment data

Assessment data is recorded in Toddle and other school-approved platforms.

Teachers maintain records of formative and summative assessments, feedback, and student reflections.

Data is used to inform teaching, identify support needs, and track progress over time.

12. Our approach to training new teachers in implementing effective assessment

New teachers receive induction on IB assessment practices and school policies.

Mentor teachers and LTLs provide ongoing support and coaching.

Revision Log

Date	Changes	Reviewed By
August 2024	Reviewed and approved by the Principal	Abigail Fishbourne
September 2025	Reviewed and approved by the Principal	Peter Taylor
January 2026	Reviewed and approved by the Principal	Peter Taylor

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Appendix 1

How our Assessment works in co-ordination with the Taaleem Entry and Promotion Policy

At Taaleem, we recognise that each student is an individual with unique strengths, aspirations, and areas for growth. Consequently, we emphasis personalised guidance

starting in Grade 9 to help students choose suitable subjects and pathways aligned with their learning needs. Key review points will occur throughout this process, allowing for adjustments based on student development and success until final registration.
To ensure that every student has the capacity to complete their chosen pathway, specific academic requirements must be met for admission into the Grade 11 programmes and registration for Grade 12 examinations.

Curriculum Structure & Pathways

In line with Taaleem policy, Raha KCC offers a range of academic pathways to accommodate the diverse strengths, interests, and future aspirations of its students. Pathways at Raha KCC include:
A. International Baccalaureate Diploma Programme (IBDP)
B. International Baccalaureate Career-related Programme (IBCP)
C. IB Courses

Guidance: How we ensure that students access pathways that allow them to flourish.
Beginning in Grade 9, Raha KCC aims to provide a robust and supportive guidance framework to help students prepare for the selection of their pathways in the Post-16 Programme. Assessment is integral to this process because it provides tracking data that informs decisions. For example, beyond Grade 9, students will engage in assessments designed to identify their academic strengths and areas for improvement. This feedback will inform their course selections for Grade 10.

5. Minimum Entry Requirements

Entry into the IBDP will be determined by G10 MYP5 end of year report card grades or MYP e-Assessment grades (if applicable).
Note: The MYP comprises of eight subjects plus the Personal Project, each with a possible score of 7 – therefore the total mark is out of a possible 56.

A. International Baccalaureate Diploma Programme (IBDP)
To enter the IBDP, students must:

- Score a minimum of 40 points across the eight MYP subject groups, including the Personal Project OR 27 points in the six subjects they wish to study in the IBDP.
- Achieve a minimum MYP grade of 4 in three subjects intended for the DP Standard Level.
- Achieve a minimum MYP grade of 5 in three subjects intended for the DP Higher Level.
- Achieve a minimum MYP grade of 4 for the Personal Project.
- Maintain good standing concerning behaviour, punctuality, and attendance.

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Individual subject requirements:

- For Higher Level Mathematics, Physics, and Chemistry, a minimum MYP grade of 6 is required.

Note: If only Combined Science grades are available, schools will allow entry into Chemistry/Physics/Biology if separate science MYP Criterion A scores meet the above requirements.

- For Computer Science, a minimum MYP Mathematics grade of 6 is required.

B. International Baccalaureate Career-related Programme (IBCP)

To enter the IBCP, students must:

- Score a minimum of 28 points across their eight MYP subject groups, including the Personal Project.
- Achieve a minimum MYP grade of 4 in any subject intended for the DP Standard Level.
- Achieve a minimum MYP grade of 3 for the Personal Project.
- Successfully complete all school requirements related to Service as Action.
- Maintain good standing concerning meeting deadlines during MYP, behaviour, punctuality, and attendance.

Note: Permission to take more than two DP subjects will only be granted with special approval by the Principal and will be considered on an individual basis.

C. IB Courses Programme

For entry into the IB Courses Programme:

- Students will be assessed on a case-by-case basis
- Students must maintain good standing concerning behaviour, punctuality, and attendance.
- Additional requirements may be determined by the school.

Entry from a non MYP curriculum school

- Students entering Grade 11 from a UK curriculum school will be considered using the following conversions from GCSE grades: GCSE 5 = MYP 4; GCSE 6 = MYP 5; GCSE 7= MYP 6
- Students entering from other curricular will be considered on an individual case by case basis.

Note: All such decisions will be made by the relevant academic and admissions teams with final approvals by the Principal.

Assessing and Grading in relation to promotions

- Grade 10 Course Agreements: Final course agreements are established based on prerequisites for each course.
- Monitoring and Reporting: Grade 11 progress is monitored through regular

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academic reports and student-parent meetings, which include predicted grades and performance discussions.

- Final Registration for IBDP exams: Students meeting course requirements will be finalised for registration in Grade 12.
- To be admitted to Grade 12 or progress from Grade 11 to Grade 12, students must meet the following criteria, based on their enrolled programme:

IBDP:

- Attain at least 12 points in Higher Level (HL) subjects.
- Attain at least 9 points in Standard Level (SL) subjects.
- Receive a grade of at least 2 in all subjects.
- Have no more than two grade 2s awarded (SL or HL).
- Have no more than three grade 3s or below awarded (SL or HL).
- Make satisfactory progress towards achieving a minimum of a D in Theory of Knowledge (TOK) and the Extended Essay (EE).
- Complete the Creativity, Activity, Service (CAS) portfolio satisfactorily.

IBDP Courses:

- Receive a grade of at least 2 in all DP subjects.
- Have no more than two grade 2s awarded (SL or HL).
- Have no more than three grade 3s or below awarded (SL or HL).
- Make satisfactory progress and complete the Creativity, Activity, Service (CAS)portfolio satisfactorily.

IBCP:

- Achieve a minimum of a Pass in each of the BTEC assignments submitted within Grade 11.
- Receive a grade of at least 2 in each DP subject.
- Make satisfactory progress within the four elements of the CP Core.