



Al Rabeeh Academy

Assessment Policy

Implemented September 2025

Review July 2026

Introduction

At Al Rabeeh Academy, assessment plays a vital role in driving continuous educational improvement and excellence. It enables us to cultivate a culture of reflection, evidence-based practice, and accountability, ensuring that all students are supported to reach their full potential. In a diverse and inclusive school community such as ours, consistent and well-structured assessment practices provide a shared framework for measuring progress, guiding teaching, and sustaining high standards across all phases. This policy outlines the fundamental principles that underpin our assessment culture at Al Rabeeh Academy.

Purpose

- Define clear expectations for assessment across the Academy, encompassing the evaluation, measurement, and analysis of students' academic readiness, learning progress, skill development, attitudes, and educational needs.
- Identify and implement high-quality internal and external assessment practices that enable data-informed decisions to enhance teaching and learning outcomes.
- Specify the range of assessments used at Al Rabeeh Academy, including ADEK-mandated external assessments, as key indicators of student attainment and progress.
- Ensure that assessment data is effectively analyzed, monitored, and communicated with relevant stakeholders — including teachers, leaders, parents, and students — to drive continuous improvement and raise achievement across the school.

1. School Assessment Policy

1.1 Policy Requirements

Al Rabeeh Academy has developed and implemented a comprehensive School Assessment Policy in alignment with the expectations of the Abu Dhabi Department of Education and Knowledge (ADEK). This policy outlines how assessment is used to improve teaching, learning, and student outcomes across all phases of the school. Any updates or amendments to this policy will be submitted to ADEK for review and approval prior to implementation.

1.2 The Policy at Al Rabeeh Academy Includes the Following Elements:

- A clear approach to using both internal and external assessments to continuously enhance the quality and effectiveness of teaching, learning, and overall student achievement.
- Applicability to all year groups across the Academy — from Foundation Stage 1 (FS1) through to Year 13 — ensuring a consistent, whole-school approach to assessment and progress monitoring.
- Identification of a wide range of assessment methods suited to students' age, stage, and curriculum requirements, including formative, summative, diagnostic, and standardised assessments.

- Alignment of assessment practices with the school's quality assurance standards, including ADEK Inspection Frameworks, BSO accreditation, and international curriculum benchmarks, to ensure rigor and comparability of results.
- Full implementation of all ADEK-mandated external assessments, with a clear focus on meeting and exceeding the Academy's international assessment targets.
- Provision of appropriate accommodations and modifications for students with additional learning needs, ensuring assessments are inclusive, accessible, and tailored to individual requirements in line with Individual Education Plans (IEPs).
- A commitment to sustainable and efficient assessment practices, including the use of digital platforms and online assessments where appropriate to reduce paper usage and promote environmentally responsible practice.
- Fostering a culture of assessment excellence throughout the school community by:
 - Ensuring all educators understand the Academy's assessment goals and attend regular professional development to embed best practice. Teachers provide students with opportunities to:
 - Experience a range of assessment practices and protocols.
 - Develop digital literacy and confidence in computer-based assessments.
 - Strengthen critical thinking, reasoning, and problem-solving skills across the curriculum.
 - Promoting assessment-capable learners who can articulate learning goals, track their own progress, set achievable targets, and reflect meaningfully on their learning journey.
 - Encouraging and motivating students to actively engage with and take pride in all assessment activities.
 - Engaging parents as partners in supporting their child's success through workshops, communication, and access to relevant assessment information.
- Implementation of cognitive ability assessments (CAT4) for students in Years 3–10, providing valuable insight into students' learning potential and guiding differentiated instruction.
- Implementation of Standardised Benchmark Assessment's (SBA) of GL Progress Tests from Year 3 – Year 10
- Implementation of
- Ongoing analysis and use of assessment data — both internal and external — to inform targeted interventions, personalised learning pathways, and provision for students with additional learning needs.
- Inclusion of all key areas outlined in this overarching policy to ensure coherence, accountability, and alignment with ADEK requirements.
- Approval and oversight of this policy by the Al Rabeeh Academy Governing Board, ensuring that assessment remains at the heart of the Academy's commitment to academic excellence and continuous school improvement.

1.3 Assessment Framework and Integrity

Al Rabeeh Academy maintains a transparent and standardised assessment framework that ensures validity, reliability, and fairness across all phases of the school. This framework clearly outlines the purpose, moderation procedures, feedback expectations, and grading protocols for all internal and external assessments.

A strong emphasis is placed on assessment integrity and moderation. All assessments are conducted under secure conditions in line with ADEK regulations and Federal Law No. (33) of 2023 concerning examination misconduct. Teachers participate in regular moderation sessions within and across year groups to ensure grading accuracy, consistency, and alignment with curriculum standards.

During all formal assessments and examinations, students are not permitted to bring bags, notes, revision materials, or unauthorised items into the examination room. All bags must be left outside or in designated storage areas prior to entry. Where digital devices are required as part of an assessment, examination rooms are arranged strategically to prevent academic misconduct and to ensure that all students are assessed under equitable and secure conditions.

Parents are considered active partners in the assessment process. Regular parent workshops and communication channels ensure transparency regarding grading systems, reporting processes, and strategies to help students prepare effectively for assessments.

2. Internal Assessments

2.1 Use of Internal Assessments

At Al Rabeeh Academy, a wide range of internal assessments is implemented across all phases to ensure that teaching and learning are continually informed by accurate, relevant, and timely data. These assessments are selected and designed according to the curriculum requirements, the age and stage of students, and the specific purpose of the assessment.

The Academy uses the following types of internal assessments:

Type of Assessment	Description	Examples of Use At Al Rabeeh Academy
Cognitive	Used to evaluate students' reasoning and general thinking abilities — including how they learn, memorize,	Students in Years 4–10 complete CAT4 assessments, providing data on verbal, non-verbal, quantitative, and spatial reasoning. Results are

	process information, and solve problems.	analysed by teachers and SLT to guide differentiation and identify student potential. Parents are also provided with their child's CAT4 report and scores through settling in reports and parent workshops are held to develop parents' understanding.
Diagnostic	Identifies student strengths, weaknesses, and areas for targeted intervention to support personalised learning.	Teachers at Al Rabeeh Academy use data from previous years' GL assessments alongside baseline and pre-topic assessments to inform and refine their teaching and planning. By analysing this data, teachers identify individual and cohort strengths, as well as areas requiring additional focus or intervention. This information helps to shape lesson objectives, groupings, and differentiation strategies, ensuring that each student receives the right level of challenge and support.
Placement	Determines the most suitable course or learning pathway for a student before a program or academic year begins.	Baseline assessments in core subjects in Primary and all subjects in Secondary, are administered to new students upon admission or at the start of the year to determine appropriate support or challenge levels. All new students are required to complete an entry assessment before registration, which supports with accurate placement depending on their academic and personal, social and emotional needs.
Screening	Identifies students who may require specialised assistance, intervention, or enrichment, including academic, developmental, or social-emotional needs.	Additional Learning Needs (ALN) screenings through <i>SNAP-spld</i> , Multilingual Learners (MLL) assessments, and speech/language evaluations are conducted through collaboration between the Inclusion Department and class teachers. This ensures early identification and tailored provision.

Pre-Assessments	Establish baseline data at the beginning of a unit or term to measure progress over time.	Teachers carry out 'cold writes' in English, pre-topic quizzes in Science and Humanities, and baseline math tasks to determine prior knowledge and inform planning. These are low stakes and used to inform teaching.
Formative	Conducted regularly to monitor learning in progress, providing teachers and students with feedback that informs next steps and adjustments to instruction.	Lesson-by-lesson mini-plenaries, digital quizzes, exit tickets, peer and self-assessment, and verbal feedback are used daily. Evidence is captured in books and through teacher observations to adjust planning. Teacher judgement scores are used to contribute to a small percentage of overall grades.
Summative	Evaluates overall student learning and achievement at the end of a unit, term, or year against curriculum standards and learning objectives.	Teachers use a range of tests to support with this. In Primary, the use of <i>Head Start (English and Science)</i> and <i>White Rose (maths)</i> standardised assessments are carried out at the end of each topic in core subjects. These are low stakes assessments that contribute a small percentage towards overall student grades. These inform future planning and teaching. <i>Head Start</i> and <i>White Rose</i> assessments are also used in core subjects at the end of each term. These directly contribute to overall grades which are shared with parents through termly reports and entered into the eSIS system. Read Write Inc. standardised assessments are used in KS1 alongside <i>Head Start</i>. Data is analysed through iSAMS and discussed during pupil progress meetings to determine next steps for students.

2.2 Specific Requirements for Formative Assessments

At Al Rabeeh Academy, formative assessment is integral to daily classroom practice. The policy provides the following guidelines for educators:

- Conduct regular and continuous assessment of all students to track understanding and progress.
- Share learning outcomes and success criteria with students and parents to ensure transparency and focus.
- Provide structured opportunities for peer and self-assessment to help students reflect critically and metacognitively on their own work.
- Use a variety of strategies to assess progress — such as teacher observation, questioning, discussions, digital quizzes, problem-solving activities, and other engaging methods.
- Provide accommodations and modifications to ensure all students, including those with additional learning needs, can participate equitably in assessments.
- Support students in setting challenging personal learning goals, monitoring their own progress, and taking ownership of improvement.

2.3 Specific Requirements for Summative Assessments

- Summative assessments at Al Rabeeh Academy are designed to measure student attainment and mastery at key points in the academic cycle. The following guidelines apply:
- Use a range of assessment formats, including selected and constructed responses, performance tasks, and project-based assessments aligned to curriculum standards.
- Adapt and differentiate assessments to meet the diverse abilities of students, providing accommodations and modifications for students with additional learning needs in line with their individual education plans (IEPs).
- Analyse and use assessment data to inform planning, guide instruction, and identify next steps for both individuals and groups.
- Use clearly defined mark schemes and grading criteria to maintain consistency and transparency in marking.
- Follow established moderation protocols across year groups and subjects to ensure fairness and reliability of grading.
- Adhere to strict invigilation and integrity protocols to ensure that all assessments are conducted in a secure and standardised manner.

2.4 Quality Assurance Mechanisms

At Al Rabeeh Academy, a rigorous Quality Assurance Framework is in place to ensure that all internal assessments are valid, reliable, and consistent across all phases and subject areas. The school places a strong emphasis on ensuring that assessment outcomes accurately reflect student attainment and align with UK curriculum expectations and ADEK requirements.

- The Academy implements high-quality, externally benchmarked assessment materials sourced from the United Kingdom, including Head Start, Read Write Inc., and White Rose Maths, to ensure validity, consistency, and comparability with international standards. These standardised materials support teachers in assessing core knowledge and skills in reading, writing, and mathematics, while also providing clear progression frameworks and assessment criteria.
- To maintain fairness and reliability, writing moderation takes place termly across all year groups. Teachers collaboratively review and assess student work against UK curriculum standards to ensure consistency in grading and to share best practice. Moderation occurs both within year group teams and across departments, allowing for alignment in expectations and standards across the Primary and Secondary phases.
- Assessment marking is conducted within year group and subject teams, allowing staff to discuss and agree on grade boundaries, expected outcomes, and success criteria. Cross-phase and cross-subject calibration meetings are held where appropriate to ensure coherence across the curriculum.
- Regular reviews of assessment types and practices take place through SLT and MLT data meetings, where assessment validity and impact on teaching and learning are evaluated. Adjustments to assessment methods are made based on feedback, data trends, and the needs of students.

2.5 Academic Grades

At Al Rabeeh Academy, final academic grades are determined exclusively by each student's achievement against curriculum standards and specific learning outcomes. Grades reflect what students know, understand, and can do in relation to the objectives set within the National Curriculum for England, ensuring fairness, transparency, and alignment with ADEK expectations.

- While academic attainment is the primary determinant of a student's final grade, other elements that contribute to a student's overall profile—such as attitude to learning, effort, behaviour, attendance, and participation—are reported separately in accordance with the ADEK Student Performance Reports Policy.
- Teachers use a range of evidence, including formal assessments, classwork, projects, and practical tasks, to ensure an accurate and holistic judgment of student achievement. Regular moderation and quality assurance processes are carried out to maintain consistency and reliability across all year groups and subjects.
- This approach ensures that Al Rabeeh Academy reports grades that are both authentic and evidence-based, providing parents, students, and external stakeholders with a clear and accurate representation of each learner's academic progress and attainment.

2.6 Formative and Summative Assessment Requirements

Formative and summative assessments at Al Rabeeh Academy are designed to capture a complete picture of student progress and attainment. Teachers must:

- Design assessments that include differentiated, varied, and appropriately challenging questions aligned to National Curriculum objectives.
- Use formative assessment to provide timely, constructive feedback, supporting ongoing learning and self-reflection.
- Apply summative assessments at key checkpoints to measure mastery of knowledge and skills, ensuring alignment with end-of-unit and end-of-term outcomes.
- Use assessment data to identify targeted interventions, guide planning, and continuously improve instruction at class and cohort levels.
- All assessment instruments must be reviewed by Heads of Year or Subject Leaders to confirm alignment with year-group expectations and international benchmarks.

2.7 Grading and Reporting

Al Rabeeh Academy has adopted a standards-based grading system, ensuring that academic achievement is reported against clearly defined learning standards and rubrics. Grades reflect students' mastery of academic objectives only — non-academic factors such as attitude, behaviour, or participation are reported separately through effort and behaviour indicators.

All grades are aligned with ADEK benchmarking thresholds and recorded accurately in eSIS. Teachers use shared mark schemes, moderation records, and calibrated exemplars to maintain consistency in grading across all subjects and year groups.

3. External Assessments

3.1 Use of External Assessments

At Al Rabeeh Academy, a range of external assessments is implemented to ensure that student performance is benchmarked against both national and international standards. These assessments provide reliable, comparable data that inform school improvement planning, curriculum design, and individual student progress tracking. Assessments are selected according to curriculum requirements, year group, and educational purpose.

Type of Assessment	Description	How This Looks at Al Rabeeh Academy
Standardised Benchmark Assessments (SBAs)	Assessments (e.g., GL Progress Tests in Maths, English, and Science; CAT4 Cognitive Ability Tests) developed by external providers to determine student attainment and progress. These are mandated based on curriculum.	Students complete GL Progress Tests (PTM, PTE, and PTS) at the end of each academic year from Years 3 - 10, providing attainment and progress data. CAT4 is used in Years 3–10 to assess cognitive potential. Results are analysed by staff and discussed in data meetings to

		inform teaching and intervention plans.
International Assessments	Assessments (e.g., PISA , TIMSS , PIRLS) developed by external providers to compare student performance nationally and internationally.	Al Rabeeh Academy participates in ADEK's international assessment programme – including TIMSS, PISA and PIRLS - ensuring that data informs school improvement targets. Reports are analysed by SLT, and improvement actions are incorporated into the School Development Plan (SDP) and ADEK inspection preparation. Prior to implementation, action plans and curriculum mapping for international assessments are prepared well in advance and monitored across the academic year prior to assessment participation.
Board Exams	Formal, quality-assured assessments marked by exam boards (e.g., GCSE , IGCSE , AS/A Levels) that validate secondary certification and support university admissions.	In Secondary, students are registered for IGCSE, AS, and A-Level qualifications, with guidance and encouragement to pursue higher-level options. All registration and communication with parents are documented, and appropriate study and exam leave are granted in line with ADEK policy.

3.2 Board Exams

At Al Rabeeh Academy, all eligible students are registered for board examinations in accordance with UAE ministerial requirements for high school equivalency.

- The school encourages high-performing students to pursue higher-level options within their board exams and works closely with parents to support these decisions.
- Communication and documentation of recommendations and final decisions are maintained for transparency.
- In line with ADEK regulations, the school ensures that all board examination fees are clearly communicated and transparent:
- The Academy publishes on its website the current year's board examination fees, based on official quotations received from the respective exam boards or assessment providers.
- The school may also charge an administrative processing fee in accordance with the ADEK School Fees Policy, covering associated costs such as registration, documentation, and handling of examination materials.

3.3 Study Leave

- Students preparing for board or pre-collegiate examinations may be granted up to four weeks of study leave per academic year, as approved by ADEK.
- Study leave is recorded on iSAMS and eSIS as online attendance.
- The school remains open for all students, providing structured revision sessions and additional academic support for those not on study leave.

3.4 Examination Leave

- In special circumstances where students are unable to take examinations on school premises, examination leave may be approved by ADEK. The school ensures that these cases are handled in accordance with ADEK procedures, maintaining full academic oversight and communication with families.

3.5 ADEK-Mandated Standardized Benchmark Assessments (SBAs)

Al Rabeeh Academy fully implements all ADEK-mandated SBAs in line with curriculum and grade-level requirements.

- As an established British curriculum school, the Academy administers GL Progress Tests and CAT4 assessments annually across specified year groups.
- For native Arabic-speaking students, a standardised Arabic language assessment is also administered from Years 4–10, ensuring ADEK compliance and progress monitoring.
- The school maintains strict adherence to administration and invigilation protocols established by each assessment provider.
- Students requiring additional support are provided with accommodations and modifications in line with their Individual Education Plans (IEPs).
- Training sessions are provided for staff to ensure secure test administration, data analysis, and accurate interpretation of results.

- Al Rabeeh Academy is responsible for all costs associated with ADEK-mandated assessments and does not charge additional assessment fees to parents.
- All results are integrated into the ADEK eSIS system using unique student identifiers for longitudinal tracking.
- Al Rabeeh Academy signs data-sharing agreements with external assessment providers to ensure compliance and secure reporting of results to ADEK.
- Assessment data is thoroughly analysed at student, class, and whole-school levels, with outcomes used to shape intervention strategies, curriculum planning, and target setting.
- Results are shared transparently with students and parents through termly reports, parent meetings, and workshops designed to build understanding of assessment outcomes and next steps.

3.6 International Assessments

Al Rabeeh Academy participates in all ADEK-required international assessments, including PISA, TIMSS, and PIRLS, depending on the grade-level eligibility.

- Al Rabeeh Academy ensures compliance with all ADEK guidance for the administration of these assessments.
- SLT and subject leaders review international assessment reports to identify areas for development, setting short- and long-term improvement targets.
- The wider school community, including teachers, parents, and students, is engaged in understanding and acting on these results through strategic planning sessions, CPD, and performance review discussions.

3.7 Cycle 3 and External Assessments

In compliance with ADEK requirements, 97% of students in Years 3–9 will complete all ADEK-mandated Standardised Benchmark Assessments (SBAs) annually. The Academy also implements additional external assessments — including English Language Learning (ELL), Arabic, and Cognitive assessments — to enrich understanding of student performance. No additional fees are charged to parents for these assessments.

All internal assessments are aligned with international benchmarks such as PISA, TIMSS, and PIRLS, ensuring that the school's data is internationally comparable and supports strategic improvement planning.

4. Accommodations and Modifications for Assessments

4.1 Accommodations and Modifications for Assessments

At Al Rabeeh Academy, we ensure that all students are assessed in ways that reflect their normal way of working in the classroom. Students with additional learning needs, EAL requirements, or other identified learning differences receive appropriate accommodations and modifications during assessments, in full alignment with the ADEK Inclusion Policy.

The Inclusion Department maintains detailed records of all students requiring accommodations or modifications. These are documented through Individual Education Plans (IEPs) or Individualised Pastoral Plans (IPPs) and shared securely with relevant teachers and invigilators before each assessment.

- All accommodations strictly adhere to ADEK, and for GCSE and A Level, JCQ Guidance, external assessment provider regulations, ensuring fairness, equity, and compliance with test security standards.
- Where eligibility for accommodations requires performance evidence from standardised testing, the Academy will:
 - a. Administer the required standardised assessments in-house whenever possible to confirm eligibility.
 - b. Inform parents in writing if external testing is required, explaining the eligibility criteria, process, and potential costs.
 - c. Respect parents' right to decline testing, with understanding that this may limit the range of accommodations available.
- Examples of common accommodations at Al Rabeeh Academy include extra time, supervised rest breaks, reader or scribe support, quiet testing environments, use of assistive technology, and modified papers (e.g., large print, simplified text).
- Staff receive annual training on inclusive assessment practices to ensure accommodations are applied consistently and sensitively.
- School staff take part in annual invigilation training for exams

5. Interventions

5.1 Designing and Implementing Interventions

Al Rabeeh Academy implements a robust, tiered intervention system to ensure all students—particularly those at educational risk or with additional learning needs—are supported to make progress. Interventions are guided by data and aligned with both the ADEK Inclusion Policy and Educational Risk Policy.

- Internal and external assessment results are analysed termly to identify students requiring additional support or challenge. Tiered interventions are then designed to address individual and group needs, including Gifted and Talented (G&T) learners, EAL students, and those at risk of underachievement.

- All interventions are documented in Differentiated Learning Plans (DLPs) or IEPs, and students—particularly in Key Stages 2 and 3—are encouraged to engage actively in setting goals and tracking their own progress.
- The planning and review of interventions involve collaboration with parents, class teachers, inclusion specialists, and external professionals (where relevant).
- The Academy ensures sufficient allocation of staffing, time, and resources to deliver effective support programmes. Teachers are expected to apply appropriate accommodations within lessons and to monitor impact continuously.
- Intervention effectiveness is reviewed regularly, with outcomes feeding back into the school's data meetings, curriculum planning, and School Development Plan (SDP).

6. Examination Misconduct

6.1 Combating Examination Misconduct

Al Rabeeh Academy upholds the highest standards of academic honesty and integrity. The school complies with the Federal Decree Law No. (33) of 2023 Concerning Cheating and Breach of Examination Systems and the ADEK Student Behaviour Policy.

- Students are educated explicitly about the importance of honesty, fairness, and ethical conduct in all assessments through assemblies, tutor sessions, and the PSHE / Moral Education curriculum.
- All examination venues are prepared with appropriate lighting, spacing, and supervision to ensure credibility and transparency.
- Invigilators are trained annually on invigilation protocols, identifying misconduct, and reporting procedures.
- Any student found to be engaging in cheating, plagiarism, or misconduct is subject to disciplinary action in accordance with ADEK and school policy.
- Any adult involved in misconduct will face penalties as defined under Federal Law No. (33) of 2023.
- All examination violations are logged on iSAMS and reported to ADEK as required.

7. Security and Integrity of Assessment Resources and Data

7.1 Security and Integrity of Assessment Resources and Data

Al Rabeeh Academy ensures that all assessment materials and data are handled with the highest level of confidentiality and integrity, in compliance with Federal Law No. (45) of 2021 Concerning the Protection of Personal Data and the ADEK Digital Policy.

- All assessment instruments, student data, and digital files are stored securely and accessible only to authorised staff.
- Electronic data is protected through password-protected systems, restricted access on iSAMS and Google Workspace, and regular data audits.
- Printed materials are stored in locked examination cabinets and distributed only by the examinations officer under the supervision of executive leaders.
- Assessment data is used strictly for educational purposes—planning, reporting, and improvement—and shared only with relevant stakeholders.

7.2 Data Sharing Restrictions

The Academy does not share any student assessment data with third parties without:

- Explicit parental consent, and
- Formal approval from ADEK, in line with data protection laws and the school's confidentiality agreements.

8. Monitoring and Evaluation

8.1 Monitoring and Evaluation

- At Al Rabeeh Academy, the effectiveness of this Assessment Policy is monitored and evaluated annually to ensure it remains purposeful, consistent, and aligned with the school's mission and ADEK requirements.
- Al Rabeeh Academy has established internal performance indicators, linked to performance management, to evaluate the impact of assessment on student learning, curriculum delivery, and teacher effectiveness.
- These indicators include student attainment and progress data, GL and CAT4 trends, inspection and accreditation outcomes, and teacher assessment moderation records.
- Regular data analysis meetings and subject leader reviews are used to identify strengths and areas for improvement in assessment practice.
- Feedback from students, parents, governors and staff is also considered to evaluate the clarity, consistency, and usefulness of assessment information shared.
- The outcomes of this monitoring process inform the annual review of the Assessment Policy, ensuring that it reflects current research, ADEK guidance, and the evolving needs of the school community.

9. Compliance

9.1 Policy Implementation Timeline

- This Assessment Policy will take effect from the start of the Academic Year 2025/2026 (Autumn Term).
- Al Rabeeh Academy is committed to ensuring full compliance with all elements of the policy by the beginning of the Academic Year 2025/2026.
- The policy will be reviewed in July 2026 to allow for amendments to be made in time for the 2026 / 2027 Academic Year.

9.2 Compliance and Accountability

Al Rabeeh Academy will maintain full compliance with this policy and all related ADEK regulations, assessment provider requirements, and accreditation standards.

- Compliance will be verified through internal quality assurance processes and external reviews, including ADEK inspections and accreditation visits.
- Any non-compliance or breach of assessment integrity will be addressed in accordance with ADEK regulations and relevant Federal Laws, including Federal Law No. (31) of 2021 Concerning the Penal Code.
- The school acknowledges ADEK's right to intervene should any violation occur and is committed to transparent communication, documentation, and timely corrective action to uphold the integrity of its assessment practices.

9.3 Governance and Compliance with ADEK Requirements

- This Assessment Policy is reviewed annually by the Al Rabeeh Academy Governing Board to ensure ongoing compliance with ADEK standards and the school's improvement priorities.
- The annual assessment calendar is submitted to ADEK one week prior to the start of each academic year, outlining all internal and external assessments.
- The policy, framework, and associated procedures are updated annually following internal review, moderation outcomes, and ADEK guidance.
- The Academy remains accountable for ensuring that all internal and external assessment practices are valid, reliable, and aligned with international and ADEK performance benchmarks.