



المدرسة الهندية الجديدة
NEW INDIAN SCHOOL

NIS ASSESSMENT POLICY 2026-2027

Signed

Principal

:

Date : 05/04/2026

Reviewed By

:

Date : 05/04/2026

Next Review Due By

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1. INTRODUCTION

1.1 Purpose

The New Indian School, Ras Al Khaimah, Assessment Policy has been developed as part of our commitment to providing robust and comprehensive assessment information that teachers can effectively use to personalise and enhance learning. Through this policy, we aim to:

- Provide clear guidelines on the approaches to assessment at New Indian School, Ras Al Khaimah.
- Clearly outline how and when assessment practices will be monitored and evaluated.
- Enable our learners to demonstrate their knowledge, understanding, and skills in their learning.
- Allow teachers to provide feedback that accurately reflects the individual needs of each learner.
- Help our learners understand their next steps and how they can improve their work.
- Regularly report information to parents, empowering them to support their child's learning journey.

1.2 Background

At New Indian School, Ras Al Khaimah, we are committed to closely tracking each student's progress and achievements to offer them the best opportunities and support. Our assessment approach is thoughtfully designed to cater to individual learning needs, helping every student unlock their true potential. The school's assessment practice has evolved to align with the requirements of the Kerala Board of Higher Secondary Examinations (for Grades 10–12), the UAE Ministry of Education (MOE) inspection framework, and international benchmarking standards (CAT4, TIMSS, PISA), reflecting the school's dual accountability to national curriculum standards and UAE regulatory expectations.

1.3 Scope of Application

This policy applies to all students from Kindergarten (KG) through Grade 12 at New Indian School, Ras Al Khaimah, and to all teaching staff, Heads of Department, members of the Senior Leadership Team, the Examination Wing, and parents/guardians involved in the assessment and reporting process. It governs internal (formative and summative) assessment, external and international benchmark assessment, and Kerala Board examinations administered through the school.

2. POLICY STATEMENT

At New Indian School, Ras Al Khaimah, we view assessment as an integral part of teaching and learning, closely connected to our curriculum. Our assessment systems align with the criteria of the NCERT while placing a strong emphasis on mastery. Assessments are designed to recognise students' strengths and identify areas where they need additional support. An assessment schedule is established annually, outlining the arrangements for all assessment activities. We use six overarching forms of assessment: Baseline Test, Formative Assessment, Internal Summative Assessment, External Benchmark Assessments, Cognitive Ability Tests (CAT4), and International Benchmark Assessments.

2.1 Baseline Test

The Baseline Test is conducted at the start of the academic year. It helps teachers assess students' prior knowledge and identify learning gaps. The test is diagnostic in nature and does not impact final grades. Results guide lesson planning and support tailored instruction, setting a strong foundation for tracking student progress throughout the year.

2.2 Formative Assessment

Teachers use information from lessons to identify how pupils are performing on a continuing basis, using this information to provide appropriate support or challenge and to evaluate teaching and plan future lessons. Learners use feedback to measure their knowledge and understanding against learning objectives. A range of day-to-day formative assessments are used, including:

- Open-ended questioning
- Observations
- Use of success criteria
- Peer and self-assessment
- Project-based learning
- Target setting
- Feedback and marking
- Discussion
- Use of exemplars to demonstrate standards
- Presentations
- Conversations with children about their learning journey

2.3 Summative Assessment

Teachers use summative assessments to evaluate learning at the end of a unit or period and to measure the impact of their own teaching. Summative judgements relate to performance against National Curriculum expectations and are always used alongside formative data to build a well-rounded picture of each child. Summative data is captured four times a year and recorded on the school ERP (Phoenix). In-school summative assessments include end of term and end of year tests, short end-of-topic tests/tasks, teacher judgements, and mock examinations.

2.4 External Benchmark Assessments

External benchmark assessments enable school leaders to monitor cohort performance, identify areas for intervention, and evaluate performance against national expectations. Results are shared with parents and learners. External benchmark assessments used at NIS include ASSET, ABT/ISBT/SSBT, CAT4, PIRLS, TIMSS, and PISA. Students absent during any assessment will be given the opportunity to complete it at their earliest convenience.

- ASSET (Assessment of Scholastic Skills through Educational Testing) – benchmarks academic performance nationally and internationally for Grades 3–9.
- ABT / ISBT / SSBT – Arabic, Islamic and Social Studies benchmark tests providing diagnostic feedback and regional benchmarking.
- Cognitive Abilities Test (CAT4) – a diagnostic assessment administered from Year 4 onward, evaluating verbal, quantitative, non-verbal and spatial reasoning.

2.5 International Benchmark Assessments

TIMSS (Trends in International Mathematics and Science Study) supports the UAE National Agenda goal of ranking among the top 15 countries; the next cycle is in 2027 for Year 5 students. PISA (Programme for International Student Assessment) evaluates reading, mathematics and science skills of 15-year-olds against the UAE National Agenda goal of ranking among the top 20 countries; it is conducted for Grades 7–12 students born in the relevant assessment year.

2.6 Assessment and Record Keeping in Kindergarten

Ongoing assessment is essential to effective teaching in the Kindergarten. Observations take place daily, both planned and spontaneous, and are recorded in narrative, photographic and video formats, aligned to developmental milestones. Baseline assessment is carried out using a developmental milestones profiling tool on the ARC

Pathway during the child's first half term, and profiling continues throughout the year to inform summative judgements each term. Parents receive an overview of attainment and progress in Term 1 and Term 2, and a full written summative report at the end of the summer term. Moderation activities include planning and review with colleagues, book looks, review of ARC Pathway learning journeys, case studies, and moderation with colleagues from other schools.

2.7 Inclusion

In addition to the assessments above, the school makes use of additional diagnostic assessments to contribute to the early and accurate identification of students' additional learning needs and any requirements for support and intervention. These include internal special needs screening tests, non-verbal reasoning assessments, and assessments carried out by external agencies in support of the child.

2.8 Reporting to Parents

Clear information related to student learning is communicated to parents through parent/teacher meetings, interim reports and end of year reports.

- Parent/Teacher Meetings – held termly in both primary and secondary; parents meet class and specialist teachers to discuss progress, attainment and next steps. Further meetings may be requested throughout the year.
- Interim Reports – issued twice a year, outlining attainment, progress and attitude to learning.
- End of Year Reports – outline attainment and attitude to learning across all curriculum areas, including strengths and next steps for all core subjects.

3. DEFINITION

3.1 Explanatory Notes / Glossary

Term	Explanation
CE	Continuous Evaluation – internal, ongoing assessment marks contributing to a subject's total score.
TE	Terminal Evaluation – the end-of-term/end-of-course written examination component.
CAT4	Cognitive Abilities Test – a reasoning-based diagnostic assessment used from Year 4 onward.
ERP	Enterprise Resource Planning system (Orison) used for centralised academic and assessment data management.
HOD	Head of Department.
SLT	Senior Leadership Team.
Data Lead	The Assessment Data Coordinator responsible for maintaining, verifying and analysing school-wide assessment data.
Attainment	The level of achievement a student reaches, measured against MOE/curriculum benchmarks.
Progress	The advancement a student makes over time relative to their own previous attainment.
HSE I / HSE II	Higher Secondary Examination Part I / Part II (Kerala Board terminology for Grades 11 and 12).

4. SCHOOL RESPONSIBILITIES

4.1 Roles and Responsibilities

4.1.1 Principal

- Ensure effective implementation of all rules, regulations, and guidelines issued by the Examination Boards and the Directorate of General Education.
- Provide leadership, supervision, and necessary resources to the Examination Wing.
- Approve examination timetables, seating arrangements, invigilation duties, and final result publication.
- Maintain the integrity, confidentiality, and fairness of all examinations conducted in the school.

4.1.2 Vice Principal

- Assist in planning, coordinating, and monitoring examination-related activities.
- Ensure timely communication between departments, teachers, and the Examination Wing.
- Oversee documentation, discipline, and procedural compliance during examinations.
- Address operational issues that arise during internal and board examinations.

4.1.3 Accountable Lead (Assessment Data Coordinator)

- Maintain and update all student assessment records, internal marks, practical scores, and attendance in the official portals.
- Verify the accuracy of marks submitted by teachers before final submission to the board.
- Prepare, consolidate, and analyse assessment reports for HSE I, HSE II, and board examinations to identify trends and areas for improvement.
- Coordinate with HODs, class teachers, and the Examination Wing to resolve discrepancies in data.
- Ensure confidentiality, security, and integrity of all assessment-related information.
- Provide analytical insights to the Principal, Vice Principal, and HODs for academic planning.

4.1.4 Counsellor and Social Worker

- Support students experiencing assessment-related anxiety or wellbeing concerns during examination periods.

- Work with the Data Lead and HODs to flag students whose assessment data indicates a need for pastoral or learning support.
- Liaise with external agencies where additional diagnostic assessment or intervention is required, particularly for students identified through inclusion screening.

4.1.5 SLTs (Senior Leadership Team)

- Provide strategic oversight of the assessment cycle, ensuring alignment with MOE inspection expectations and Kerala Board requirements.
- Monitor attainment and progress data across phases and subjects, ensuring timely intervention where needed.
- Quality-assure the consistency and fairness of internal assessment and reporting practices across departments.

4.1.6 Associate Data Lead (Departmental Assistant)

- Collect and verify departmental marks, attendance and practical scores before submission to the Data Lead.
- Enter marks and data on Orison ERP together with subject teachers.
- Assist with uploading verified data to the official portals.
- Report data discrepancies to the Data Lead and HODs.
- Maintain departmental assessment records securely.

4.1.7. IT Admin

- Manage Orison ERP user accounts and role-based access for Teachers, HODs, Administrators and Subject Coordinators.
- Ensure system availability during marks entry, summative assessment periods and report generation.
- Maintain regular backups and protect assessment data against loss, unauthorised access and alteration.
- Maintain audit logs of marks entered or amended.
- Provide technical support to teachers, HODs and Data Leads.
- Support device, network and login readiness for online benchmark assessments (e.g. ASSET, CAT4).
- Manage soft-copy access to policies and reports through the shared drive, ERP and parent portal.

4.1.8 External Exam Coordinator

- Coordinate registration, scheduling and logistics for external benchmark assessments required by the UAE Ministry of Education (MOE) framework (ASSET, ABT/ISBT/SSBT, CAT4, PIRLS, TIMSS and PISA) in liaison with external providers.
- Prepare eligible student lists by grade and cohort.
- Work with the Examination Wing on venues, seating, invigilation and secure

handling of test materials.

- Arrange make-up sittings for students who were absent.
- Receive external results and pass them to the Data Lead for analysis and reporting to parents and learners.
- Maintain records of external assessment administration as evidence for MOE inspection.

4.1.8 Head of Department (HOD)

- Oversee syllabus completion and evaluation standards.
- Review question papers and mark distributions.
- Ensure teachers meet exam-related deadlines.

4.1.9 Teachers

- Prepare assessments, question papers, and evaluation schemes in line with board standards.
- Invigilate examinations fairly and ensure adherence to exam rules and discipline.
- Mark answer scripts objectively and submit scores within the stipulated timelines.
- Guide students regarding exam rules, preparation strategies, and academic improvement.

4.1.10 Students

- Follow all examination rules, regulations, and instructions issued by the school and examination boards.
- Maintain honesty and avoid any form of malpractice during assessments or examinations.
- Arrive on time, bring required materials, and demonstrate sincere effort in all assessments.
- Maintain discipline and cooperate with invigilators and examination staff.

4.1.11 Parents

- Attend parent/teacher meetings and review interim and end-of-year reports to stay informed of their child's attainment and progress.
- Support their child's preparation for internal, board and external benchmark assessments, including ensuring attendance on assessment dates.
- Communicate promptly with class teachers or the Examination Wing regarding any concerns affecting their child's ability to sit an assessment.

4.2 Reporting Structure

4.2.1 Procedures to be Followed

The school implements Orison ERP to facilitate efficient management of administrative, academic, and assessment functions, providing centralised data management, precise student tracking, and comprehensive reporting with role-based access categorised into four levels: Teachers, Heads of Departments (HODs), Administrators, and Subject Coordinators.

Formative assessments are informal, with dates announced beforehand and conducted during regular periods. Summative Assessment (SA) is the final assessment of a student's performance, conducted twice a year at the end of each term as a pen-and-paper test. Data flows from the point of assessment through to reporting as set out in the flow chart below.

4.2.2 Flow Chart



4.2.3 Power Distribution

Level	Authority / Decision Scope
Principal	Final approval of examination timetables, results publication, and overall policy compliance.
Vice Principal	Operational coordination and procedural compliance across the examination cycle.
Assessment Data Coordinator (Accountable Lead)	Verification and integrity of school-wide assessment data before submission.
Head of Department	Departmental approval of question papers, mark schemes and syllabus pacing.
Teachers / Class Teachers	Classroom-level assessment delivery, marking, and first-line reporting to students and parents.

5. COMPLIANCE

5.1 Related Documents

- NIS Teaching and Learning Policy
- NIS Special Educational Needs and Disability (SEND) / Inclusion Policy
- NIS Behaviour and Examination Conduct Policy
- NIS Child Safeguarding and Wellbeing Policy

5.2 Supporting Documents and Procedures

- Annual Assessment Schedule and Evaluation Calendar
- Orison ERP user guides for teachers, HODs, and Data Leads
- Assessment Structure and mark-distribution tables (see Appendix)
- Kerala Board Higher Secondary Examination guidelines

6. FEEDBACK AND IMPROVEMENT

This policy is reviewed annually by the Assessment Data Coordinator in consultation with the Vice Principal and Principal, informed by feedback gathered from teachers, HODs, students and parents through parent/teacher meetings, staff moderation sessions, and periodic surveys. Feedback identifying gaps in assessment practice, data accuracy, or reporting clarity is logged and addressed in the subsequent policy review cycle.

7. APPENDIX

7.1 Evaluation Schedule

Assessment	Month	Grade
Base Line / PT1 / UT1	April	1–12
Term 1	June	1–12
Unit Test II	October	—
Term 2	December	1–9
Revision & Test Series (X–XII)	December	10, 11 & 12
Model I Examination	January	10–12
Model II Examination	February	10–12
Annual Examination (Term 3)	February–March	1–9
External Board Examinations (Theory & Practical)	February–March	10, 11 & 12

Notebook/Portfolio, Subject Enrichment (SE), Multiple Assessments	CCE (Continuous)	1–12
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7.2 External Benchmark Exam Schedule

Assessment	Targeted Students	Expected Time of Conduct
ASSET (English, Maths, Science)	Grade 3 to Grade 9	November – January
ABT (Arabic A&B, Islamic A&B, MSCS A/B)	Grade 3 to Grade 9	May (1st round) / January (2nd round)
PISA	Grades 7–12 (relevant birth cohort)	21–22 May
CAT4	Year 4 onward	8–11 September

7.3 Assessment Structure — Marks and Duration (Grades 1–5, sample)

Subject	Duration	Written Exam	CE	Total	Pass %
Arabic A/B	1 hr 30 min	40	10	50	50%
Islamic A/B / Moral Science	1 hr 30 min	40	10	50	50%
Social Studies	1 hr 30 min	40	10	50	30%
MSCS A/B	1 hr 30 min	40	10	50	50%
English	1 hr 30 min	40	10	50	30%
Hindi/General Knowledge	1 hr 30 min	40	10	50	30%
Malayalam/Special English/Urdu	1 hr 30 min	40	10	50	30%
Maths	1 hr 30 min	40	10	50	30%
Science	1 hr 30 min	40	10	50	30%
Computer	1 hr 30 min	40	10	50	30%

Note: Full mark-distribution tables for Grades 6–7, 8, 9–10, and 11/12 (Science and Commerce streams) are maintained in the original Assessment Structure document and should be attached in full here.

7.4 Portion Breakdown

Class	Annual Exam Portion	Term 2 Exam Portion
1–5	100% from Term 2 & Term 3 (full portion)	10% from Term 1, Term 2 full portion
6	10% from T1, 90% from T2 & T3 (full portion)	20% from Term 1, Term 2 full portion
7	20% from T1, 80% from T2 & T3 (full portion)	30% from Term 1, Term 2 full portion
8	30% from T1, 70% from T2 & T3 (full portion)	40% from Term 1, Term 2 full portion
9–12	Full portion (T1+T2+T3)	Full portion (T1+T2)

7.5 NIS Exam Dates — Internal 2026–2027

Exam	Starting Date	End Date
First Term	22/06/2026	02/07/2026
Second Term	27/11/2026	10/12/2026
Pre-Model Exam (X, XI & XII)	12/01/2027	05/02/2027
Annual Exam	22/02/2027	05/03/2027
Board Exam Theory (X, XI & XII, per Kerala Govt circular)	March 2027	—

7.6 NIS Exam Dates — External 2025–2026

Term	Exam	Starting Date	End Date
I	ABT, ISBT, SSBT (1st round)	17 June 2026	29 June
I	PIRLS	17 September 2026	22 May
III	ASSET	19 November 2026	Till January
III	ABT, ISBT, SSBT (2nd round)	February 2027	March

7.7 External Curriculum Assessment Test (Kerala Board)

- The Kerala Board of Higher Secondary Examinations oversees all matters related to higher secondary examinations, including preparation, administration, and finalisation of results.

- The Higher Secondary Examination Branch of the Directorate of General Education, Government of Kerala, functions under the Director, who serves as Chairman of the Board.
- At school level, the Principal serves as the Examination Coordinator for all Kerala Board examinations.
- The Practical Examination is conducted at the end of HSE I, with the final Practical Examination (score 40) at the end of the Higher Secondary Course, before the Board Practical/Theory Examination.
- A separate minimum for Terminal Evaluation (TE) applies: 30% (24 marks) for subjects without practicals, and 18 marks for subjects with practicals, in both HSE I and HSE II.

7.8 Attainment, Progress and Trends (per UAE MOE Inspection Framework)

Attainment refers to the level of achievement or success a student reaches in their learning journey, measured through exams, assessments, projects, and observations against predetermined MOE benchmarks.

Curriculum Standard	40–49%	50–60%	61–74%	≥75%
Judgement	Acceptable	Good	Very Good	Outstanding

Progress refers to the advancement students make over time relative to their own previous attainment.

- Above Expected – performance consistently more than 2 points above the expected benchmark.
- Expected – performance within 0–1 points of the expected standard.
- Below Expected – performance 0 or more points below the expected level, indicating a need for extra support.

Within the MOE framework, both attainment and progress are key metrics for evaluating the effectiveness of educational policies and practices, fostering a growth-oriented environment aligned with the UAE's vision for educational excellence.

8. POLICY CLARIFICATION

Any questions regarding the interpretation or application of this policy should be directed in the first instance to the Assessment Data Coordinator (Accountable Lead), who will escalate to the Vice Principal or Principal where necessary. Clarifications issued will be documented and, where they represent a substantive change, incorporated into the next policy review.

9. CONTACT INFORMATION

Role	Name / Contact
Principal	Ms.Beena Rajmohan
Vice Principal	Ms.Rajyasree
Assessment Data Coordinator (Accountable Lead)	Ms.Safeeramin Mustahfa

10. CONCLUSION

The assessment plan at New Indian School ensures a balanced, inclusive, and student-centred approach to evaluating learning. By combining various assessment methods with timely feedback, it supports academic growth, informs teaching, and empowers students to take ownership of their progress. This plan reflects our dedication to nurturing well-rounded, lifelong learners.

11. POLICY VERSION CONTROL

Version	Date	Author/Reviewer	Summary of Changes
1.0	25/04/2026	Assessment Data Coordinator	Initial policy issued for Academic Year 2026–2027.
			[To be completed at next review]

12. ACCESSIBILITY – SOFT AND HARD COPY AVAILABILITY

A soft copy of this policy is available to all staff via the school's shared drive/ERP portal, and to parents via the school website/parent portal. A hard copy is maintained in the Principal's office and the staff resource room for reference.

13. TRANSLATION

This policy is available in English. An Arabic translation is available on request from the school office.