



Policy: Assessment & Reporting Academic Year 2022-23

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Written By:	SLT
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Approved by Management Representative:	
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Vision: To be a welcoming and diverse international school that nurtures students to acquire, articulate and establish the necessary skills and knowledge to become a citizen in a global environment.

Mission: To create an inclusive environment of responsibility, respect and tolerance, based on Qatari values, for all members of the school community. To deliver an in-depth consistent learning program, which provides opportunities to display their learnings.

Objectives: Spectra Global School helps individuals to become life-long learners with **STEPS**.

We provide

S-STIMULATING environment for learning.

T-TRANSPARENT vision helps us to communicate easily.

E-EMPATHY towards others helps us to learn life skills lessons and values of the country that we are growing.

P-PROGRESS to achieve and attain better.

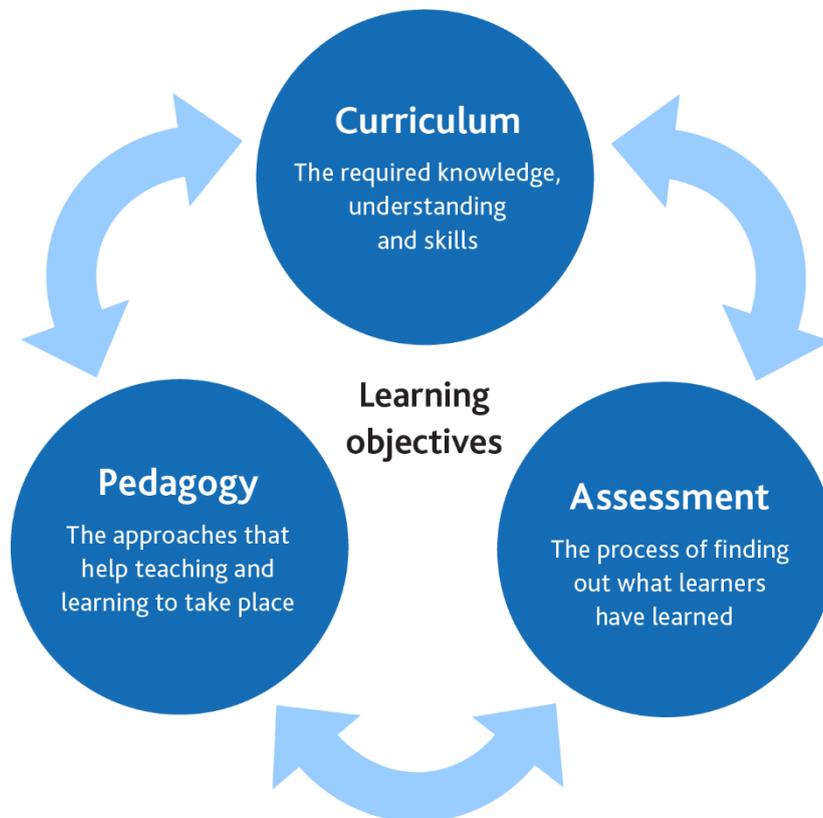
S-SUSTAIN with what we do and maximize it.

Roles and Responsibilities

Principal	It is the Principal's responsibility to ensure that this policy is fully implemented within the School.
Middle Leaders: Foundation Stage Lead Key Stage 1 Lead Subject Leads	<p>The staff listed are responsible for implementing and monitoring the Marking and Feedback Policy across their departments.</p> <ul style="list-style-type: none">• this policy is implemented effectively within their school section• consistent, best practice expectations and standards for marking and presentation are implemented, communicated and monitored across their school section <p>• Key Responsibilities:</p> <p>Preparing termly and annual calendars for activities.</p> <p>These will include scheduled dates for:</p> <ol style="list-style-type: none">a) CPD training for relevant staff on rationale and expectations of effective feedback and marking.b) Various work scrutinies, sampling, moderation of and feedback on teacher marking and student work samples by teacher and departmentc) Liaison with key staff.d) Scrutiny of evidence records for all relevant staff with related feedback <ul style="list-style-type: none">• Reporting on Marking & Feedback activity outcomes• Identifying best practice and support for staff
Teachers	<ul style="list-style-type: none">• It is the responsibility of all teaching and academic support staff to familiarise themselves and comply with this policy.• All teaching staff are required to mark/ evidence feedback for student work on a frequent basis. This should be at least twice-weekly and preferably before the next lesson/ student interaction for those who wish to be considered Outstanding.• In addition to marking, teachers will employ a range of strategies to review and feedback on student progress and attainment towards meeting the learning objectives.• All marking should focus on formative feedback, what was successful and why, and what students need to do to improve in the future.• All teaching staff are required to formally assess and report at the end of each term; December, April & June.

Assessment & Reporting Process Overview

1. We begin with the Cambridge Primary and EYFS Programmes of Study
2. We follow the MOEHE curriculum for Arabic, Islamic and Qatar History subjects
3. Programmes of Study are broken down into Curriculum Framework
4. The Curriculum Framework is broken down into Learning Objectives.
5. The students current standing/ Starting point is identified via robust Baseline Testing
6. The students End of Year Target is identified
7. Teachers work through the Units to deliver comprehensive differentiated teaching & learning of which supports students in achieving their targets
8. Assessment takes place formatively; on a day to day basis, and summatively by End of Units tests and end of term tests.
9. The Results of summative assessment inform us about the Progress & Attainment students have made
10. Reporting on Progress and Attainment
11. Teachers use the assessments from the Cambridge Primary for the end of unit tests, and also the progression tests to source their questions.
12. Year 3 to Year 6 students are given Cambridge progression tests at the end of the Academic Year.
13. Year 6 Students are given the CIE Checkpoint Examination, which is an external examination that is assessed in Cambridge, UK.



1. Spectra Global School Vision for Assessment

Assessment is at the heart of the educational process, an essential part of teaching and learning and central to our curriculum. It is the process by which we identify whether students' learning has been successful and whether teaching has been effective. Assessment informs all stakeholders in the Teaching and Learning process; teacher, students, parents and managers.

Spectra Global School employs a range of assessment tools to ensure that effective assessment is embedded in the teaching and learning process. A wide range of formative and summative assessment tools are used throughout the teaching cycle. We consider formative assessment to be highly effective in developing students learning and promoting progress. Summative assessments are formal tests/exams in which we formally test the level of student understanding of the learning which has taken place.

- **Aims and Purposes of Assessment**

Assessment is an essential part of learning and should be central to the School's curriculum. It is the process by which we identify whether an individual's learning has been successful and whether our teaching has been effective. Without assessment, learning cannot be judged.

Recording and reporting of assessments are vitally important. Students need to be aware of how well they are doing in school. They need to know how well they are performing in relation to their potential; what level they are working at and what they need to do in order to improve and move on to the next level. Parents also need to know how well their child is progressing and developing. Assessment is therefore at the heart of the educational process.

- **Our commitment**

To achieve our aims, assessment practice in our school adheres to the Ten Principles for Assessment for Learning set out by the Assessment Reform Group (2002). The Principles which govern Assessment for Learning in our schools are as follows:

Assessment for learning should be part of effective planning of teaching and learning

A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned.

Assessment for learning should focus on how students learn

The process of learning has to be in the minds of both learner and teacher when assessment is planned and when the evidence is interpreted. Learners should become as aware of the 'how' of their learning as they are of the 'what'.

Assessment for learning should be recognised as central to classroom practice

Much of what teachers and learners do in classrooms can be described as assessment. That is, tasks

and questions prompt learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted, and judgements are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve both teachers and learners in reflection, dialogue and decision making.

Assessment for learning should be regarded as a key professional skill for teachers

Teachers require the professional knowledge and skills to: plan for assessment; observe learning; analyse and interpret evidence of learning; give feedback to learners and support learners in self-assessment. Teachers should be supported in developing these skills through initial and continuing professional development.

Assessment for learning should be sensitive and constructive because any assessment has an emotional impact

Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give. Comments that focus on the work rather than the person are more constructive for both learning and motivation.

Assessment for learning should take account of the importance of learner motivation

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in areas where they have been made to feel they are 'no good'. Motivation can be preserved and enhanced by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.

Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed

For effective learning to take place learners need to understand what it is they are trying to achieve - and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

Learners should receive constructive guidance about how to improve

Learners need information and guidance in order to plan the next steps in their learning. Teachers should:

- pinpoint the learner's strengths and advise on how to develop them
- be clear and constructive about any weaknesses and how they might be addressed
- Provide opportunities for learners to improve upon their work.

Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

Assessment for learning should recognise the full range of achievements of all learners

Assessment for learning should be used to enhance all learners' opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and to have their efforts recognised.

These 10 principles will underpin the learning and teaching pedagogy at the School, and staff will receive appropriate training and support to ensure that they understand the principles and are able to put them into practice in their classrooms. In addition to our assessment for learning we also conduct formal summative assessment (assessment of learning)

In Summary

In order to achieve our aims, assessment practice in our schools will:

- Provide information which identifies progression in learning through our Curriculum Programmes of study. (EYFS, and Primary Curriculum Policies)
- Provide information for target setting for individuals, groups of learners; Year Groups and Schools
- Share learning goals with children
- Involve children in self-assessment
- Support students to know and recognise their goals
- Assess all subjects every semester using a common format and make relevant comments about students' progress
- Inform parents and other interested parties of children's progress
- Identify children for intervention and adjust plans to meet the needs of the students, differentiating objectives and success criteria.
- Raise standards of Teaching and Learning
- Incorporate both formative and summative assessment opportunities in medium- and short-term Teaching and Learning planning
- Ensure students are aware of the learning objectives and encourage them to evaluate their progress so as to set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the students so that they are involved in the process
- Ensure work is marked in a constructive and informative manner
- Regularly complete critical self-evaluation and review practice in our school.

2. Forms of assessment

Spectra Global School employs a number of different forms of assessments integral to learning

and teaching. These different forms of assessment enable teachers to gain knowledge about their students' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every student.

- **Benchmark assessments**- This provides information about students' performance on entry to a year group at the start of the Academic Year.
- **Formative**- This is the ongoing process in which a student's positive achievements can be recognised, discussed and recorded. It is used by teachers, together with the student, to plan the next appropriate stage of learning. These will be **unannounced to students and parents**, and will be administered throughout each term. Teachers will be given a timeframe of 8 weeks in term 1, 6 weeks in Term 2 and Term 3, to complete formative assessments.
- **Diagnostic** - This form of assessment identifies learning difficulties and is used to ensure that appropriate help and guidance is provided.
- **Summative** - This provides a picture of the overall achievement of a student at the end of a particular stage/ phase/ year etc. It allows teachers to make overall judgements based upon evidence gathered through formative assessments over an extended period of learning. These are announced assessments, students and parents will be given a schedule of the dates 2 weeks before the sitting of them.
- **Predictive**- This provides an indication of a student's aptitude and potential and enables the school to set target grades.

3. The purpose of assessment for Stakeholders

Students

The purpose of assessment for our students is:

- To identify particular strengths and areas for development and enable differentiated work to be developed for the individual student.
- To measure the progress and attainment of students.
- To help students take responsibility for their own learning and encourage discussions with teachers about their progress against targets.
- To enable students to have a clear understanding of their progress in all subject areas.
- To record achievements and experiences both in and outside school, which builds a whole picture, so that detailed and accurate records are kept for each student.

Staff

The purpose of assessment for our staff is:

- To use assessment which will inform effective lesson planning.
- To inform our planned learning outcomes for lessons.
- To enable staff to feedback to students on progress and to record achievement gained by students.
- To ensure continuity and progression across all key stages and to make sure that work given

to newly arrived students is sufficiently challenging for them.

- To make the statutory target setting procedures more accurate.
- To enable different groups of students' progress to be monitored closely.
- To enable teachers to set specific targets for the students they teach.
- To enable departments to set targets for their subject area.
- To enable underperforming students to be identified quickly and intervention put in place.

Parents and the wider community

The purpose of assessment for parents and the wider community is:

- To regularly inform parents of their child's progress and achievement
- To provide employers, relevant governmental entities and other schools, with an accurate record of each student's positive attainment.

4. Assessment Intervals

In EYFS there are a total of four Assessment tracking points in the year: September (Baseline), December (End of Term 1), March (End of Term 2), and June (End of Term 3).

There are 3 terms in the Academic Year. Accordingly, there are two points in each term where assessments is given in the Primary School. The exception being the first term, where students are given an initial Baseline assessment, giving a total of 7 assessment points in the year. Year 6 will have 8 assessment points, which includes the external CIE Checkpoint Examination.

Below is the overview of when the assessments take place over the course of the Academic Year.

The dates of the End of Term Assessments are detailed in the school's Academic calendar which is published in June each year and available on the school website.

Key Stage:	Assessment:	When?
EYFS	Baseline	September
	End of Term 1 Progress	December
	End of Term 2 Progress	March
	End of Term 3 Progress	June
Primary, Year 1 to Year 6 Students	Baseline	September
	End of Unit Tests	October (unannounced)
	End of Term 1 Assessment	December (announced)
	End of Unit Tests	February (unannounced)
	End of Term 2 Assessment	March (announced)

	Year 6 Checkpoint Examinations	April
	End of Unit Tests	May (unannounced)
	End of Term 3 Assessment	June (announced)

5. How Assessments are recorded?

Work in exercise books and digital resources are marked regularly and teachers maintain clear records of students' work. They provide students with written and oral feedback about their work. This indicates whether students have had difficulty accessing learning objectives and provides students with next steps.

- Assessments are recorded in teachers' mark books/Department spreadsheets and on Classroom Monitor Assessment and Progress Tracking software
- Younger students in EYFS Nursery and Reception classes are also assessed through observation of their developing skills, recorded in online portfolios using Evidence Me and on Classroom Monitor software applications.

Projects and test marks check how well students have understood a topic and are recorded in spreadsheets and Classroom Monitor.

6. How assessments are reported to parents

Students' progress and attainment are reported to parents in the following way:

1. Parent Teacher Orientation Messages through ClassDojo in September
2. Face to face, Parent Teacher Meeting in October
3. End of Term 1 Report emailed to all Parents in December
4. Face to face, Parent Teacher Meeting in February
5. End of Term 2 Report emailed to all Parents in April
6. Face to face, Parent Teacher Meeting in May
7. End of Year Report emailed to all Parents in June
8. Parent Mornings/ Portfolio days

Parents' Teacher Meetings are important because they give parents an opportunity to discuss what their child is doing at school and how they are getting on. These also give parents the opportunity to cover any issues they may want to talk about with their child's teacher, or each subject teacher.

Three formal Parents Evenings are held each academic year. The dates of these are detailed in the school's Academic calendar which is published in June each year and available on the school website.

Overview of the Assessment breakdowns in each subject. The same breakdown is used at the end of each Term assessment and the End of Year report shows all three assessment marks on one report.

Samples of EYFS, Termly and End of Year Reports are also given in this policy.

A general comment for each term is given at the end of Term 1 and Term 2 reports. These include targets for the students to work on.

The end of year report has comments for all subjects.

Assessment Breakdown % for Term 1, Term 2 and Term 3

Up to 3 summative Assessments are marked and the average is counted towards the final assessment mark for each term Summer Programme for Term 1 – 2.5%)* If applicable in some year groups

Subject	Assessment Focus	%	%Weight
English	Spelling	10	60
	Oral	10	
	Comprehension (Summer Programme for Term 1 – 2.5%*)	10	
	Homework	5	
	Participation/Classwork	5	
	Pen and Paper Assessment	20	
	Written End of Term Test		40
Maths	Mental Math	20	60
	Project (Summer Programme for Term 1 – 2.5%*)	10	
	Homework	5	
	Participation/Classwork	5	
	Pen and Paper Assessment	20	
	Written End of Term Test		40
Science	Project (Summer Programme for Term 1 – 2.5%*)	10	60
	Quiz	20	
	Homework	5	
	Participation/Classwork	5	
	Pen and Paper Assessment	20	
	Written End of Term Test		40
Arabic	Spelling	10	60
	Comprehension	20	
	Homework	5	
	Participation/Classwork	5	
	Pen and Paper Assessment	20	
	Written End of Term Test		40
Islamic	Oral	25	60
	Homework	5	
	Participation/Classwork	5	

	Pen and Paper Assessment	25	
	Written End of Term Test		40
Qatar History	Project	50	60
	Participation/Classwork	10	
	Written End of Term Test		40
Subject	Assessment Focus		%Weight
Art	Participation/Classwork		10
	Project / Cross Curricular link with other subjects		90
Humanities	Project – (Cross Curricular link with other subjects)		50
	Participation/Classwork		5
	Quizzes		5
	Written End of Term Test		40
French	Comprehension/Oral Project		50
	Participation/Classwork		10
	Quizzes		40
Computing	Participation/Classwork		20
	Written End of Term Test		20
	Project - Cross Curricular link with other subjects		60
PE/Swimming	Participation		40
	Ongoing Assessments		60

Reporting on Progress

Throughout the year, students are marked against the learning objectives taught in Classroom Monitor. At the end of Term 1 and Term 2, students are given a mark on each subject, to gain an idea on how well they are progressing.

This is reported in the Term 1 and Term 2 reports as:

NM – Not Met

PT – Progressing Towards

WA – Working At

WB – Working Beyond