Policy: Assessment and Reporting

Academic Year 2023-2024

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Written By:	SLT
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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 is committed to:
1. To create a learning environment that inspires curiosity, passion, and motivation among students
2. To implement instructional strategies that develop problem-solving skills and encourage their application in various contexts
3. To promote a growth mindset that encourages students to embrace challenges and view mistakes as opportunities for growth
4. To cultivate a nurturing and inclusive school culture that promotes the importance of respect, responsibility, and tolerance.
5. To embrace and promote Qatari, Arabic, and Islamic Values to foster cultural awareness and pride and apply these in their interactions with others
6. To deliver a curriculum that is rich and relevant, which equips students for their further education and for life
7. To nurture collaborative partnerships with parents to actively support and enhance students' learning and overall growth throughout their educational journey
8. To engage and contribute to both the local and global communities, fostering a sense of empathy and making a meaningful difference in the world

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Roles and Responsibilities:

Principal: It is the Principal's responsibility to ensure that this policy is fully implemented within the School.

Vice Principal: The Vice Principal is responsible for implementing and monitoring the Assessment and Reporting Policy across the school

Phase Leaders: The Phase Leaders are responsible for implementing this policy effectively within their school section

Arabic Coordinator: The Arabic Coordinator is responsible for implementing this policy effectively within their department

Teachers: It is the responsibility of all teachers and academic support staff to familiarise themselves and comply with this policy

All teaching staff are required to formally assess and report at the following points: End of Term 1 (December), Mid Term 2 (March), End of Term 2 (June)

*This policy is to be used in conjunction with the Marking & feedback Policy

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. Student targets are set at the 3 reporting points during the year in English, maths and Arabic
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 both formative and summative assessments informs us about the progress and attainment students have made
10. Teachers use the assessments from the Cambridge Primary for the end of unit tests, and also the progression tests to source their questions.
11. Year 3 – 6 students are given the InCAS assessments to complete, which are external standardised assessments, assessing reading, general maths, mental arithmetic and developed ability. These are completed in Term 2 (April).
12. Reports are issued to parents at the end of each term providing information on progress and attainment
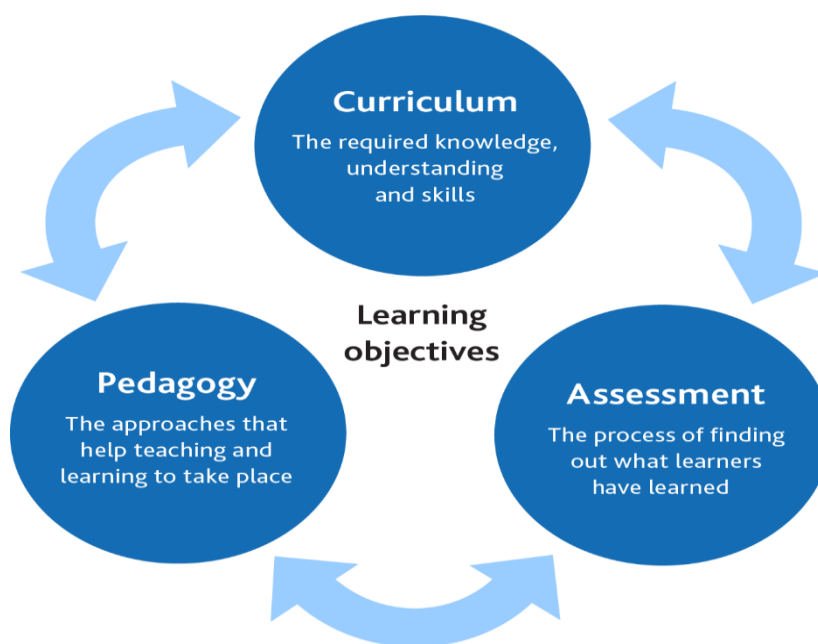
Spectra Global School Vision for Assessment

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 leaders.

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 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. 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:

1. Assessment for learning should be part of effective planning of teaching and learning
2. Assessment for learning should focus on how students learn
3. Assessment for learning should be recognised as central to classroom practice
4. Assessment for learning should be regarded as a key professional skill for teachers

5. Assessment for learning should be sensitive and constructive because any assessment has an emotional impact
6. Assessment for learning should take account of the importance of learner motivation
7. Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
8. Learners should receive constructive guidance about how to improve
9. Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing
10. Assessment for learning should recognise the full range of achievements of all learners

In Summary

In order to achieve our aims, assessment practice in our school 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 targets with children
- Involve children in self-assessment
- Support students to know and recognise their targets
- Assess all subjects every term (twice in term 2) 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 maths, English and Arabic 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

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.

- **Baseline assessments-** This provides information about students' performance on entry to a year group

- **Formative-** Effective formative assessment happens on a daily basis. It assesses students while the learning is happening. The teacher monitors students' learning by providing regular and timely feedback on **what they've done well** and **what they need to improve on (next steps).** It can take a variety of forms from informal quizzes, verbal feedback on a piece of work, questioning on a piece of work, written feedback etc.
Formative assessment is used to monitor progress and identify misconceptions or gaps in learning. This then

informs future planning and those requiring additional support or challenge

- 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 'sums up the learning'. It allows teachers to make overall judgements based upon evidence gathered through formative assessments over an extended period of learning.

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 all students is sufficiently challenging for them.
- 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 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 relevant governmental entities and other schools, with an accurate record of each student's attainment.

Assessment Intervals

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

There are 2 terms in the academic year. In Term 1, there are three points where assessments are given in the Primary School. In Term 2, Year 1 and 2 students have four assessments. Years 3 – 6 have five, which include the external InCAS assessments.
FS1 – Year 3 also complete four phonics assessments during the academic year. In Term 1, as part of   baseline assessments and at the end of Term 1. In Term 2, as a Mid Term assessment and again at the end of Term 2.

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.

All Arabic, Islamic and Qatar History assessments are completed and conducted as per the instructions outline by the Ministry of Education & Higher Education (MoEHE)

Key Stage:	Assessment:	When
EYFS	Baseline	August/September
	End of Unit Test (Arabic only)	September/October (unannounced)
	End of Term 1 Progress	November/Dec
	End of Unit Test (Arabic only)	February (unannounced)
	Mid Term 2 Progress	March
	End of Unit Test (Arabic only)	May (unannounced)
	End of Term 2 Progress	June
Primary, Year 1 to Year 6 Students	Baseline	August/Sept
	End of Unit Tests	September/October (unannounced)
	End of Term 1 Assessment	November/December (announced)
	End of Unit Tests	February (unannounced)
	Mid Term 2 Assessment	March
	Year 3 – 6 InCAS Assessments	April
	End of Unit Tests	May (unannounced)
	End of Term 2 Assessment	June

How Assessments are recorded?

Work in exercise books is marked regularly and teachers maintain clear records of students' work. They provide students with written and oral feedback about their work (as outlined in the Marking & Feedback Policy). This indicates whether students have had difficulty accessing learning objectives and provides students with next steps.

- Assessments are recorded in teachers' mark books on spreadsheets (see Appendix 1) and on Classroom Monitor Assessment and Progress Tracking software

- Younger students in EYFS are also assessed through observations of their developing skills and through targeted questioning, which is also tracked in teachers' mark books on spreadsheet (See Appendix 1) and on Classroom Monitor Assessment and Progress Tracking software

Projects are marked using the whole school project (see Appendix 2). This ensures consistency in marking. Projects,

test marks and quizzes test how well students have understood a topic and are recorded in the teachers' mark books on spreadsheet.

How Assessments are reported to Parents

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

1. Face to face, Parent Teacher Meeting in October
2. End of Term 1 Report emailed to all Parents in December
3. Face to face, Parent Teacher Meeting in February
4. Mid Term 2 Report emailed to all Parents in April
5. Face to face, Parent Teacher Meeting in May
6. End of Year Report emailed to all Parents in June

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, specialist teachers or Arabic teachers.
Three formal Parents Evenings are held each academic year.

Overview of the Assessment Breakdowns in Each Subject

The same assessment focus areas are used at the end of Term 1, Mid-term 2 and End of Year. The subject weighting in Term 1 and Mid Term 2 is the same. End of Year report includes a percentage of Term 1 and Term 2 scores as per the tables below.

A general comment for each term is given at the end of Term 1 and Mid Term 2 reports. These include targets for the students to work on in English, maths and Arabic. The end of year report has comments for all subjects. (See Appendix 3 for samples of reports)

Assessment Breakdown % for Term 1 and Mid-Term 2

Subject	Assessment Focus	%Weight
English	Participation/Classwork	60
	Big Write	
	Spelling	
	Homework	
	End of Unit Tests (Grammar & Punctuation)	
	End of Term Test (Writing & Comprehension)	40

Subject	Assessment Focus	%Weight
Maths	Participation/Classwork	60
	Mental Math	

	Homework	
	End of Unit Tests	
	End of Term Test	40

Subject	Assessment Focus	%Weight
Science	Participation/Classwork	60
	Quizzes	
	Homework	
	End of Unit Tests	
	End of Term Test	40

Subject	Assessment Focus	%Weight
Arabic	Participation/Classwork	60
	Oral	
	Spelling	
	Quizzes	
	Project	
	Homework	
	End of Unit Tests	
	End of Term Test	40

Subject	Assessment Focus	%Weight
Islamic	Participation/Classwork	60
	Oral	
	Spelling	
	Quizzes	
	Project	
	Homework	
	End of Unit Tests	
	End of Term Test	40

Subject	Assessment Focus	%Weight
Qatar History	Participation/Classwork	60
	Quizzes	
	Project	
	Homework	
	End of Term Test	40

Subject	Assessment Focus	%Weight
Humanities	Participation/Classwork	60
	Project	20
	Quizzes	20

Subject	Assessment Focus	%Weight
French	Participation/Classwork	60
	Project	20
	Quizzes	20

Subject	Assessment Focus	%Weight
Computing	Participation/Classwork	80
	Quizzes	20

Subject	Assessment Focus	%Weight
PE	Participation/Classwork	100

Subject	Assessment Focus	%Weight
Music	Participation/Classwork	100

Subject	Assessment Focus	%Weight
Art	Participation/Classwork	100

Assessment Breakdown % for Term 3

Subject	Term 1 %	Term 2 %	Term 3
All Subjects	**10**	**20**	**70**

Reporting on Progress

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

In Years 1-6, this is reported in the Term 1 and Term 2 reports as:

NM – Not Met
PT – Progressing Towards
WA – Working At
WB – Working Beyond

In EYFS, this is reported in the Term 1 and Term 2 reports as:
EME – Emerging
DEV – Developing
SEC – Secure

In Term 3, reports are submitted to the Ministry of Education's Public Service Portal. The public service portal can be used by parents for issuing and printing students' certificates, statements, or transcripts. A user guide is sent to parents.