# Assessment & Reporting Policy – Primary School

## United School International

***USI Vision:*** *to prepare all USI students for a rapidly changing world by instilling in them our core values of excellence, respect, responsibility, integrity and compassion.*

## Content

## Introduction

Assessment is a vital component of teaching and learning and as such needs to be planned and administered carefully by all staff. The policy's purpose, in keeping with United School International's vision statement "to prepare all USI students for a rapidly changing world by instilling in them our core values of excellence, respect, responsibility, integrity and compassion" is to help each pupil achieve their full potential as a learner.

At USI we are committed to providing all learners with high-quality learning experiences that lead to a consistently high level of student achievement and attitude.

We aim to ensure that all USI students recognise that hard work, resilience and commitment are the key factors of success. We also aim to establish a culture of proactive pastoral care which will focus on their mental and physical wellbeing.

## Aims

At United School International we aim to help all pupils become effective learners by:

- Providing quality, targeted, ongoing feedback to all pupils so they can make progress in their learning.
- Engaging pupils in dialogue about their work and assessment to enable them to reflect on and assess themselves and others against criteria set by their teacher.
- Regularly reviewing planning to ensure that it is adapted, with sufficient challenge so that will support learning and enable all pupils to make personal progress.
- Enabling pupils, parents and teachers to track progress through regular data that is shared.
- Informing all stakeholders of pupil / subject / school attainment and progress.
- Evaluating the success of teaching methods and the impact of assessments on pupil performance.
- Enabling teachers to appraise teaching methods in light of assessment outcomes.
- Celebrating the success of individual pupils in subject areas.
- Identifying pupil weaknesses and applying intervention strategies, informing all stakeholders of intended interventions.
- Identifying pupils underperforming across a range of subjects at an early stage and taking appropriate action to provide both pastoral and academic support.
- Allowing various target groups of pupils' progress to be analysed effectively so that a support plan can be implemented.

**Assessment processes will:**

- Identify specific achievement and allow for its recognition and reward.
- Inform the student monitoring and reporting process and enable targets to be set for learners as they move into Secondary.
- Enable live tracking of pupil progress.
- Diagnose specific strengths and weaknesses through the various modes of assessment.
- Increase motivation and provide information on what the individual student knows, understands and is able to do.
- Be helpful to teachers and learners in setting further learning targets.
- Provide information in formative and summative terms to learners, other staff, parents, the school board and the Ministry.
- Help evaluate the curriculum and teaching and learning styles.

In order to provide meaningful data for teachers, learners and parents, assessment must be

- Systematically planned
- Grounded in key curriculum objectives and content
- Broadly-based across the full range of curriculum content
- Designed to enable learners
- Regularly reviewed in the light of assessment outcome

## Internal Formative Assessment – Assessment for Learning

Formative Assessment: This is our ongoing assessment of students' knowledge and understanding that continually informs planning. The purpose of this is to judge how well the pupils are progressing and make adjustments as needed. This information is then used to plan the next steps in students' learning and the school's development. The purpose of assessment for learning should always be to support learners' learning. Any activity that provides evidence that can be used to help modify the teaching and learning is considered to be assessment for learning (AFL). Key characteristics of effective AFL include:

- Sharing learning objectives and outcomes with students at the beginning of every lesson.
- Helping students to know and recognise the standard they are aiming for by sharing success criteria with them and modelling good work.
- Giving oral and written feedback which tells students how well they are doing and how to improve.
- Involving students in self and peer assessment activities.

- Promoting confidence that every student can improve.
- Reflecting with students on what they have learnt.

Effective internal formative assessment enables:

- Teachers to identify how learners are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- Learners to measure their knowledge and understanding against learning objectives and identify areas in which they need to improve.
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

## Assessment of Learning – Summative assessment

Summative assessments are used to determine learners' knowledge and understanding at the end of a specified period of study. This is often for the purpose of reporting and accountability. Examples of in school summative assessments:

- Short end of topic or unit tests and end of term assessments
- PTE/PTM examinations
- Read Write Inc. online phonics assessments

Effective internal summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required and work with teachers to ensure learners are supported to achieve sufficient progress and attainment.
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching.
- Learners to understand how well they have learned and understood a topic or unit of work taught over a period of time. It should be used to provide feedback on how they can improve.
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period.

How the outcomes of in-school assessments will be collected and used:

- Day-to-day formative assessment – collected by the teacher to identify gaps in learners' understanding. This data will inform planning prior to the next lesson.
- End of unit/topic summative assessments – collected by the teacher to identify gaps in learners' understanding. Pupils will then be given opportunities to consolidate areas of learning not mastered. Interventions will be put in place to support learners who need further practice.

- Termly teacher reports, shared and discussed with parents through parent teacher conferences.
- Summative assessment – will be used to identify understanding across the year, assess the effectiveness of interventions and make group changes where relevant.

We aim to gather a comprehensive range of student prior attainment data on entry to the school as well as ongoing formal assessments. Data on learners admitted to USI will be gathered from:

- CAT4 tests
- Previous school reports

and will be used

- as baseline data against which to track attainment and progress throughout their time at USI.
- by the SENCO to identify learners requiring additional support of further diagnostic tests.

**2024 – 2025 Assessment windows** (alongside end of topic or unit and end of term assessments – run by class teachers and specialist teachers in lesson time)

| Year 1 |  | RWI phonics assessments – half termly |  |
| --- | --- | --- | --- |
| Year 2 |  | RWI phonics assessments – half termly | PTE and PTM Test - May |
| Year 3 | CAT4 Test - September | RWI phonics assessments – half termly | PTE and PTM Test - May |
| Year 4 |  |  | PTE and PTM Test - May |
| Year 5 | CAT4 Test - September |  | PTE and PTM Test - May |
| Year 6 |  |  | PTE and PTM Test - May |

## Grading of internal summative assessments

Teachers assess students' knowledge, skills and understanding at the end of the topic, unit or term. Assessment is ongoing and all students' learning during the topic, unit or term is used to inform their final grade.

Grading criteria in Primary:

- Working towards expectations
- Meeting expectations
- Exceeding expectations

## Moderation and consistency

Teachers will mark, discuss and review samples of student work from each class to ensure consistency. Teachers will need to consider how to recognise work that is working towards expectations, meeting expectations and exceeding expectations.

The desired outcome of moderation is an improvement in students' learning brought about by greater clarity amongst teachers, children and parents concerning individual achievement and progress.

## Target setting

All students at USI from Year 2 onwards will sit CAT4 Tests (Cognitive Ability Tests) to provide teaching staff with the age-related ability of each pupil. This will help the teaching staff to provide challenging yet realistic targets for each pupil. The aim of these targets is to raise standards and ensure every child reaches their maximum potential. CAT4 Tests are redone in Years 3 and 5 to provide further accuracy in target setting.

Targets are just an indication of a pupil's ability based on the outcomes in the CAT4 tests. They are not a binding grade. They simply provide a guide for teachers, pupils and parents on whether a child is working towards, meeting or exceeding expected levels. Pupils can always aim to exceed their target grades.

## Marking

There is an expectation that pupils will receive personalised and quality feedback on their work. Live marking as an AFL tool gives students immediate feedback about how to move their learning forward and make progress. High-quality marking undertaken regularly informs students of current strengths and areas for improvement. Effective

marking also informs teachers of student weaknesses and hence should aid planning and preparation.

The Primary Marking and Feedback Policy outlines the marking and feedback expectations in USI Primary. Some specialist departments also have their own marking policies which meet their subject-specific needs.

## Reporting

The school communicates with parents six times a year though parent meetings and/or reports:

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| | Meet the Teacher Evening - September | | | | | |
| Settling in report | 10th October 2024 | | | | | |
| Term 1 report | 5th December 2024 | | | | | |
| Parent-teacher conferences | Week commencing 8th December 2024 | | | | | |
| Term 2 report | 27th March 2025 | | | | | |
| Term 3 report | 19th June 2025 | | | | | |
| Parent-teacher conferences | Week commencing 22nd June 2025 | | | | | |

Reports will outline a pupil's achievement and their attitude to learning in each subject. It will also report a pupil's attendance.

Achievement will be reported by:

Whether a pupil is meeting age-related expectations, working towards these or exceeding these.

| Assessment Descriptors | |
| --- | --- |
| **Working towards expectations** | Pupil has not fully mastered or retained the knowledge, skills and understanding taught in their year group. |
| **Meeting expectations** | Pupil has mastered and retained the expected knowledge, skills and understanding for their year group. |
| **Exceeding expectations** | Pupil demonstrates significant knowledge, skills and understanding beyond the curriculum and applies these to different situations. |

## Attitude to Learning

All students are also assessed on their attitude to learning. Although attainment is crucial, we consider attitude to learning to be more reflective of a pupil's dedication to his/her studies and more indicative of future achievements. The descriptors for each criterion are shared with the students they are aware of our expectations and have the opportunity to discuss them.

| Attitude to Learning Descriptors | |
| --- | --- |
| **USI pupils should aim to ….** | - Demonstrate the USI values through their attitude to learning – showing compassion, excellence, integrity, respect and responsibility in all that they do.<br>- Show enthusiasm for learning and share this with others.<br>- Seek challenge, show resilience and ask questions to learn more.<br>  Always be ready to learn by participating fully, actively listening and organising themselves, their time and their belongings. |
| **Ambitious** | Consistently goes above and beyond in demonstrating a positive attitude to learning. |
| **Active** | Regularly demonstrates a positive attitude to learning and is actively engaged. |
| **Inconsistent** | Sometimes shows a positive attitude but needs more consistency in effort and engagement. |
| **Passive** | Rarely demonstrates a proactive attitude and needs significant improvement in engagement. |

**Parent Consultations**

Formal Pastoral Parent Teacher Consultations are held once a year at the end of September. The aim of this evening is to allow parents to meet their child's class teacher and discuss how their child has settled into the new academic year.

Formal Academic Parent Teacher Consultations are held twice a year following the issuance of the first and third report. Parents will have an opportunity to look at their child's work on these occasions. The basis for discussion is the pupil's academic progress. Parents will have the opportunity to meet with their child's specialist subject teachers in the Term 3 Parent Teacher Consultations.

Parents or teachers may request consultations at other times.

## Ministry Subjects

Some subjects' specification and assessment comes directly from the Qatar Ministry not the English National Curriculum. These include Arabic, Islamic and Qatar History.

These subjects must have an assessment (set by the Ministry) at the end of each half term and an end-of-term assessment. These subjects will follow the Ministry's timeline and dates given.

## Celebrating Achievement and Effort

In USI Primary we promote and celebrate achievement and effort through a number of ways including:

- Positive praise
- Displaying work and photos of learning
- Dojo points
- Star of the week
- Class Dojo
- Positive notes
- Parent bulletin
- Sharing success with peers in class and assemblies
- Sharing with parents at home time or through Dojo messages
- Using values language

## Monitoring and Review

This policy is to be reviewed annually, though any deficiencies or weaknesses in Assessment and Reporting arrangements will be remedied without delay.

This policy will be reviewed by The Executive Principal and The Regional Head of Schools.

Date when the policy was last approved: **November 2024**

Date when the next review is due: **September 2025**