Assessment and Report Policy Primary School

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.

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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 to understand and discuss their learning and assessments 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 it will support the pupils' learning and enable all pupils to make personal progress.
- Enabling pupils, parents and teachers to track progress through the termly reporting of data.
- Informing all stakeholders of pupil, cohort, subject and school attainment and progress.
- Evaluating the success of teaching methods and the impact of assessments on pupil outcomes.
- Enabling teachers to evaluate teaching methods and content 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.
- Recognise the progress of the students, classes and year groups against their targets, as well as setting new targets.
- Enable the monitoring of pupil progress.
- Diagnose specific strengths and weaknesses through our assessments.
- Celebrate the achievements and progress made by the students as well as identifying knowledge that has been secured and embedded.
- Support the school, teachers and learners to set learning targets.
- Provide information in formative and summative terms to learners, other staff, parents, the school board and the Ministry.
- Provide evidence to 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 outcomes.

Internal Formative Assessment – Assessment for Learning

Formative Assessment

Formative assessment is the continuous process of evaluating pupils' knowledge and understanding in order to inform and refine planning. Its primary purpose is to monitor how well pupils are progressing and to make timely adjustments where necessary. The information gathered through formative assessment directly supports the planning of pupils' next steps in learning and contributes to the school's wider development priorities.

The fundamental aim of assessment for learning (AfL) is to enhance and support pupil progress. Any activity that generates evidence to inform and adapt teaching and learning can be considered AfL.

Some key characteristics of AfL:

- Sharing learning objectives and outcomes with students at the beginning of every lesson, reflecting on these throughout the lesson.
- Helping students to know and recognise the standard they are aiming for by sharing success criteria with them and modelling expectations.
- 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
- NGRT reading assessments
- CAT 4
- 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 and individual targets for pupils.

- Parents to be regularly informed about the achievement, progress and wider outcomes of their child across a period.

Assessment of Learning – Data collection and use:

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 SENDCO to identify learners requiring additional support of further diagnostic tests.

2025 – 2026 Assessment windows (alongside end of topic or unit and end of term assessments – run by class teachers and specialist teachers in lesson time)

Year group	Learning potential assessments	Reading and phonics	English and Maths
Year 1		RWI phonics assessments – half termly	
Year 2		RWI phonics assessments – half termly NGRT termly	PTE and PTM Test - May

Year 3	CAT4 Test - September	RWI phonics assessments – half termly NGRT termly	PTE and PTM Test - May
Year 4		NGRT termly	PTE and PTM Test - May
Year 5	CAT4 Test - September	NGRT termly	PTE and PTM Test - May
Year 6		NGRT termly	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 engage in moderation by marking, discussing and reviewing samples of pupils' work across classes, year groups and within the Orbital educational group to ensure consistency of assessment. This process strengthens the reliability of judgements and supports the development of shared standards across the school.

The desired outcome of moderation is an improvement in pupils' learning, achieved through greater clarity and consistency amongst teachers, pupils and parents regarding individual achievement and progress. Moderation not only builds collective professional confidence, but also ensures that assessment outcomes are fair, accurate, and supportive of next steps in learning.

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 learning potential of each pupil. This will help the teaching staff to provide challenging yet attainable 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 and to identify progress across years.

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 provide a guide for teachers, pupils and parents on the learning potential and strengths of their children.

Marking

There is a clear expectation that pupils will receive personalised, high-quality feedback on every piece of work. Live marking is used in USI as an assessment for learning (AfL) tool this provides pupils with timely guidance on how to move their learning forward and make progress.

Regular, high-quality marking informs pupils of their current strengths as well as areas for improvement. At the same time, it enables teachers to identify misconceptions and weaknesses, which directly supports future planning and preparation.

The Primary Marking and Feedback Policy sets out the expectations for marking and feedback across USI Primary. In addition, specialist departments have developed subject-specific marking policies to ensure that feedback remains meaningful and appropriately tailored to the unique requirements of their disciplines.

Reporting

The school communicates with parents formally five times a year through parent meetings and reports:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Meet the Teacher - September					
Settling in report	23rd October 2025					
Term 1 report	4th December 2025					
Parent-teacher conferences	Week commencing 7th December 2025					
Term 2 report	19th March 2026					
Term 3 report	18th June 2026					

Parent-teacher conferences	Week commencing 21st June 2026

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

Achievement will be reported by assessing students against the English National Curriculum objectives, expectations and standards. Reporting 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 a vital reflection on a pupil's dedication to his/her studies and indicative of future achievements. The descriptors for each criterion are shared with the students so 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. - Show enthusiasm for learning and share this with others. - Seek challenge, show resilience and ask questions to learn more. 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 Academic Parent Teacher Consultations are held twice a year following the issuance of the first and third report. Parents will have the opportunity to review their child's work on these occasions, discussing progress, targets and next steps. Parents will also have the opportunity to meet with their child's specialist subject teachers.

Parents or teachers may request additional consultations at other times.

Ministry Subjects

Arabic, Islamic and Qatar History specification and assessments follow the guidelines and expectations of the Qatar Ministry of Education and Higher Education.

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

Celebrating Achievement and Effort

In USI Primary we use of our values language to promote and celebrate achievements and attitude to learning through but not restricted to:

- 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

This policy was last updated September 2025 and will be reviewed and updated in September 2026.