مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School

Marking, Assessment and Report Policy - Secondary School

United School International

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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" and will 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 will 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 to apply intervention strategies, informing all stakeholders of intended interventions.
- Identifying pupils underperforming across a range of subjects at an early stage and to take 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 for the end of KS4 and KS5.
- 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, colleges, other schools, and the government.
- 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 assessment or 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:

- November and February Exams (Year 11) and Exam weeks (Year 10 and KS3)
- Short end of topic or unit tests/half termly assessments
- PPE examinations

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 course 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 class teacher to identify gaps in learners understanding. This data will inform planning prior to the next lesson
- End of unit/half term summative assessments – collected within the department and shared with pupils. Pupils will then be given targeted feedback and opportunities to correct/practice errors/misunderstandings or areas of learning not mastered.

- Termly teacher reports as part of the assessment cycle KS3/4
- 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 KS3 and KS4.
- by the SENCO to identify learners requiring additional support of further diagnostic tests.

2024 – 2025 Assessment windows (alongside half term assessment – run by departments in lesson time)

Year 7	CAT4 Test - September	April - Exam week	PTM Test - May
Year 8		April/May - Exam week	PTM Test - May
Year 9		April /May - Exam week	PTM Test - May
Year 10	CAT4 Test - September	March – Exam week February – Science Mock Exam	PTM Test - May
Year 11		November and February/ March Mock Exams	

Grading of internal Summative Assessments

Subject courses are divided into units/modules. Learning outcomes for the unit, the nature of the assessment task and the assessment criteria are clearly communicated to the students. Assessment arrangements will vary according to the nature of the learning being assessed.

Subject teachers should identify these key pieces of work in advance, making explicit to students that the piece will be used to assess students' current performance level which will be used to monitor and track their progress.

All summative assessment will be awarded a grade of sorts, this could be a mark out of a total, a percentage or at KS4 a grade (1-9 or A*-G). Teachers will use clear success criteria (that has previously been shared with pupils) to award this grade. At KS4, the criteria and grading should always be in line with the subject specification and exam board.

After a summative assessment each pupil should receive their grading and have quality feedback regarding areas of development and improvements needed and how to achieve this.

Moderation and Consistency

Subject 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 at and within different key performance indicators and iGCSE grade levels, as well as how to make overall assessments from different skills or topic areas.

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

Grading of External Assessment

- These are the formal IGCSE examinations taking place in exam rooms supervised by invigilators. As per the regulations set out by JCQ and the relevant exam boards.
- The papers are set by the exam boards (Pearson Edexcel and Cambridge) and not viewed by teachers prior to the exams.
- All papers are marked by the exam board and can only be viewed in September after grades and papers have been released by the exam board.
- These will be graded using 1-9 grading or A*-G grading depending on the subject.
- The results are analysed and appropriate feedback given to teachers regarding trends and anomalies

Target Setting

All students at USI will sit CAT4 Tests (Cognitive Ability Tests) to provide teaching staff with 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.

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 whether a child is working below, at expected or above expected levels. Pupils can always aim to exceed their target grades.

KS3 targets

These will be based on achieving age related expectations for each year group from the British national curriculum. Pupils will have a target of either:

- Working at expected Level
- Working above expected level.

KS4 targets

These will be generated from the CAT4 tests done at the start of year 10. Pupils will be given a target that they should aim to achieve by the end of Year 11. This will be in the format of 1-9 or A* - G depending on the subject and exam board. Reports will give an indication of whether a pupil is on track to achieve this target.

Marking

There is an expectation that pupils will receive personalised and quality feedback on their work. Effective marking allows students to make progress in all subjects. High quality marking undertaken regularly informs students of current strengths, current levels/grades, and areas for improvement. Effective marking also informs teachers of student weaknesses and hence should aid planning and preparation.

Departments will have their own marking policies which meet their subject specific needs. However below outlines the minimum expectations at USI.

- Literacy marking is evident in students' books and work.
- Students are supported on their language acquisition/improvement journey.
- Feedback should be constructive and meaningful; it should include what students have done well (WWW) and what they need to do to improve (EBI).
- Formative feedback is provided regularly to students; the meaning of 'regularly' will be specific to classes, potentially to students, and therefore directed by subject specific marking policies. (For example – books marked twice a half term, two longer pieces of work with constructive feedback given per half term).
- Formative feedback includes acknowledgement and checking of accuracy of content/language, quality written feedback, verbal feedback, do now and review now and opportunities for self-assessment.
- Students should reflect on feedback given; there should be clear evidence that students have acted on the feedback given (using a different pen).
- Progress over time should be tracked by teachers and students. Department marking policies will provide clear guidance on preferred tracking methods (termly, by unit, etc.).

- Teachers must encourage high standards of presentation through marking (see below).
- At KS3, summative assessments should be awarded a mark (percentage or mark out of a total)
- At KS4, summative assessments should be graded according to relevant exam board specification criteria.

Heads of Department or Subject Leads are responsible for monitoring the implementation and impact of the policy and feeding back to the Secondary School Leadership Team to support the review process.

Standards of Presentation

- Using blue or black pens for writing (not pencils)
- Crossing out errors with one neat line
- Writing the date and title, and underlining these with a ruler
- Using pencils for drawings and diagrams
- Using a ruler wherever a straight line is required
- Acknowledge, reprimand doodling, scribbling and graffiti
- Handouts stuck in
- Peer/self-review of work done with focus on presentation

Reporting

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

	Year 7	Year 8	Year 9	Year 10	Year 11
	Meet the Form Tutor Evening - September				
Report 1 – short	28 Nov 2024	21 Nov 2024	7 Nov 2024	14 Nov 2024	22 Oct 2024
PPE Grades Report					8 Dec 2024
Report 2 - short	27 Feb 2025	22 Jan 2025	6 Feb 2025	18 Feb 2025	30 Jan 2025
Exam Grades	8 May 2025	29 May 2025	29 May 2025	24 April 2025	
Report 3 – written comments	19 June 2025	19 June 2025	19 June 2025	19 June 2025	20 March 2025
Parents Evening	2 Dec 2024	27 Jan 2025	11 Nov 2024	18 Nov 2024	9 Dec 2024

Reports will outline a pupil's achievement and their attitude to learning in each subject. It will also report a pupil's attendance. Year 11 will also report a prediction for the end of year course.

Achievement will be reported by:

- Key stage 3 (Years 7-9) – whether a pupil is meeting age related expectations, below these or exceeding these.
- Key Stage 4 (Years 10-11) – At Key Stage 4, the assessment rationale strictly follows the IGCSE structure and grade boundaries. Therefore a grade either 1-9 or A* - G depending on the exam board and subject specification will be used to outline a pupils attainment.

Key Stage 3 – Grading on Reports

Yearly Learning Outcomes (YLO) for all subjects at KS3 has been created by Heads of Departments. YLO statements are context-based and set against age-related expectations and the British national Curriculum. They provide the teachers, the students and their parents with a clear overview of knowledge and skills to gain during the current academic year.

YLOs are to be considered as a support system to guide and monitor progress. YLO statements are new and will be rolled out with pupils in the Autumn term 2024. These will be used with pupils, so they are aware of what they have achieved and what progress they need to make. Throughout the year a pupil's progress will be highlighted on the grid so they can track attainment and progress. This will be shared with parents at reporting evenings and available to view in pupils' books.

The degree of achievement of the YLO will then be used to determine whether a pupil is working at the expected level, below the expected level or above the expected level. This is what will be communicated on Reports.

Assessment Descriptors	
Working above expected	Exceeding age expectations for their year group. Demonstrates significant skills and knowledge beyond the curriculum and applies these to different situations
Working at expected	Pupil has mastered and retained expected skills and content for this point in their year group.
Currently working below expected	Pupil has not fully mastered or retained key skills and/or content taught so far in year 9. Pupil can access age related curriculum but has significant gaps in learning. They may struggle to embed concepts and may require significant teacher support. Further consolidation and independent application of skills and knowledge is needed to achieve the expected level for Year 9.

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 at the beginning of the academic year and reviewed regularly, so the students are aware of our expectations and have the opportunity to discuss them.

Attitude to Learning Descriptors	
USI pupils should aim to	- Highly motivated and active participator who takes responsibility for their own learning. - They respond well to guidance and evaluate their own learning. - Uses a range of resources to develop subject knowledge outside of taught lessons. - Inquisitive and asks thought provoking questions to extend learning. - Seeks new challenges, is prepared to take risks and learn from mistakes. - Effective self-manager who uses time productively and meets deadlines, going beyond what is expected.
Ambitious	Pupil always and frequently demonstrates the above attitudes
Active	Pupil mostly demonstrates the above attitudes
Inconsistent	Sometimes but not often enough demonstrates the above attitudes
Passive	Pupil rarely demonstrates the above attitudes

Parent Consultations

Formal pastoral Parent Consultations are held once a year at the end of September. The aim of this evening is to allow parents to meet the form tutor and discuss how their child has settled into the new academic year.

Formal Academic Parent Consultations are held once a year following the issuance of the first 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 or Teachers may request consultations at other times. Parents will have the opportunity to meet with the majority of their child's subject teachers. This will be an opportunity to look at the YLO achieved to date and areas of progress needed.

Ministry Subjects

Some subject's specification and assessment comes directly from the Qatar Ministry not the British National Curriculum. These include Arabic (Arabic native at iGCSE). 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.

Therefore, an additional report will be sent to parents at the end of each term which will contain the assessment grades of these two assessments. Attitude to learning for these subjects will be reported on in the main report.

Celebrating Success and Achievement

Merit points

- Teachers will give out merits points during lessons

Star of the Week

- A star of the week will be awarded to a pupil from each form

Lesson Awards

- Teachers will give out either a star of the week or lesson award to a deserving pupil.

Formal Celebrations

- There will be a number of occasions through the academic year where students are acknowledged for their attainment and merit (attitude to learning). Some of these occasions will be formal occasions where parents are invited and some will be formal occasions with only pupils and teachers

Monitoring and Review

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

This policy will be reviewed by The Executive Principal.

This policy will be approved by The Executive Principal.

Date when the policy was last approved: **September 2025**

Date when the next review is due: **September 2026**