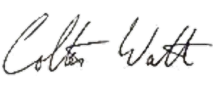


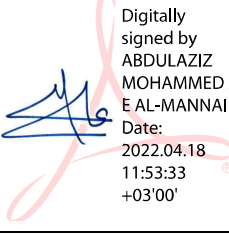




Title: **Policy for Managing Assessment and Reporting in QatarEnergy Schools**

Status: **Current**

Approval Date: **January 2021**

Department	Prepared by		Reviewed by	Approved by
Human Capital Education				 Digitally signed by ABDULAZIZ MOHAMMED A E AL-MANNAI Date: 2022.04.18 11:53:33 +03'00'
January 2020	VHE/1	VHE/2	VHE	VH

“Our vision is for our students to be high achieving, healthy and happy individuals, well prepared to take their place as global citizens and leaders of the future.”

CONTENTS

Foreword

1. Purpose
2. Scope
3. Definitions/Abbreviations
4. Responsibilities
5. Compliance

FOREWORD

This document has been developed by the Education Section (VHE) of the Human Capital Directorate (VH) and circulated for review by stakeholders before endorsement for use by the Executive Vice President (EVP) for Human Capital.

This document is published for use by the Education Section of the Human Capital Directorate. This policy is an operational/business level policy which is aligned with The Qatar National Vision 2030 and also supports the QatarEnergy values. The policy document also need to be considered alongside the Procedure for Managing Assessment and Reporting in QatarEnergy Schools.

This document in its present form reflects, as far as possible, the current corporate requirements.

This document is subjected to periodic review to re-affirm its adequacy or to conform to any changes in the corporate requirements or to include new developments on its subject matter.

All comments/views, recommendations etc. regarding this document should be forwarded to the Head, Education Section.

POLICY STATEMENT

High quality teaching and learning are at the core of our professional purpose and we know that the better our shared understanding of what constitutes effective teaching and learning, the greater our success will be. A significant feature of this approach is the effective use of assessment to inform teaching and learning, set aspirational targets and to gauge the extent of student attainment and achievement. It is also key that this is reported to parents in a clear, concise and meaningful way that supports close collaboration and partnership between home and school.

1. PURPOSE

- 1.1 QatarEnergy schools are committed to providing high quality teaching that supports our students to become independent and innovative learners, allowing them to achieve their full potential and take their place as leaders in the future. This policy outlines this commitment and highlights the importance of assessment in ensuring high quality of teaching and learning.
- 1.2 The policy reinforces our belief that ongoing assessment is a key driver for raising standards and improving outcomes for all students. The document promotes more effective teaching and learning by ensuring schools use ongoing, varied, and authentic measures of what students have learned and which attitudes, habits, skills, and understandings require improvement, thus informing planning for learning.
- 1.3 The policy outlines procedure via the aligned document, 'Procedure for Managing Assessment and Reporting in QatarEnergy Schools', whereby the importance of marking, assessment and feedback is highlighted as is the need to accurately record student progress and report this effectively to parents.
- 1.4 The policy reinforces the concept that teachers will ensure that students understand what they need to do to improve and that this is reported to parents as appropriate. Teachers will use both formative and summative assessment in ensuring all students make good progress in their learning.
- 1.5 The policy and procedure documentation will outline how leadership teams measure improvement and compare performance data with other schools, locally and internationally.

2. SCOPE

- 2.1 This Policy applies to QatarEnergy schools and as such includes all students regardless of age. It is acknowledged that assessment methodology and reporting will vary according to the age range of students, however a consistent approach will be shared across the schools based on best practice.
- 2.2 The expectation is that non-teaching staff are aware of policy and procedure and of the schools commitment to improving levels of attainment and achievement. Classroom assistants play a key part in supporting assessment and need access to relevant training and documentation to support this role.
- 2.3 The Policy will be shared with parents, this is particularly relevant with regard to target setting, recording and reporting of student's progress.

3. DEFINITIONS/ABBREVIATIONS

3.3	Schools	- QatarEnergy schools at Dukhan and Mesaieed
	Principal	- Principal of a QatarEnergy School
	Senior Leader	- Member of school senior management team
	Middle Leader	- Member of staff with leadership responsibility for faculty/department/key stage/subject.
	Teacher	- All those employed by QatarEnergy who have teaching responsibility be it full time or part time, temporary or permanent in a paid capacity
	Formative Assessment	- Formative assessment gives both teacher and student <i>interim</i> feedback on how well the student is learning and provides indicators of strengths and areas requiring more attention. Formative assessments lead to better-informed and more effective teaching
	Summative Assessment	- Summative assessments include tests given at the end of a unit or term as well as formal, end-of-year examinations. Summative assessments contribute to marks, grades or levels given to a student at the end of a course, term, or unit, but should be supplemented by continuous assessment results to arrive at a full picture of the entire term's or year's learning

4. RESPONSIBILITIES

4.1 Principal

The Principal has overall responsibility for the strategic and operational implementation of the policy across the whole school. S/he ensures that the policy fully supports the school's strategic priorities and provides a clear road-map for continuing school improvement, and embodies best international practice.

4.2 The Heads of School

The Heads of School are responsible for the implementation of this policy across the Primary and Secondary schools and monitor the extent to which the policy is fit for purpose, taking account of students' needs, the school's strategic direction and best practice internationally.

4.3 Senior Leaders/Middle Leaders

Senior and middle Leaders will ensure that all teachers understand and strive to implement this policy. They identify strengths and weaknesses in the teaching teams and provide support for teachers to continually improve their implementation of the policy.

4.4 Teachers

Teachers will implement all aspects of this policy and follow the assessment procedures to the very best of their ability, in their daily teaching.

5. COMPLIANCE

Any matters concerning the implementation of this Policy in any particular school should be raised with the Principal or Senior Leaders with a view to reaching a mutually workable solution. Any matters of non-compliance should be raised with the Head of Education.