QatarEnergy
Dukhan English School

Title	:	**Procedures for Managing Assessment and Reporting at Dukhan English School**
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Department	Prepared by	Reviewed by	Approved by
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"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."

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FOREWORD

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

This document is published for use by the Education Section. This guideline provides support and guidance for implementation of the **Assessment and Reporting Policy.**

The 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. on this guideline should be forwarded to the Head, Education Section.

1. PURPOSE

1.1   To clearly outline the current procedures for Assessment across DES. This enables the school to monitor the improvement in student's knowledge, skills and understanding.

2. SCOPE

2.1   This procedure document is designed to be shared with teachers and school leaders and is accessible to parents or relevant external stakeholders, on request.

2.2   It represents the current procedures for assessment.

2.3   The procedures outlined in this document represent the current practice at DES.

3. DEFINITIONS/ABBREVIATIONS

QatarEnergy Schools	Dukhan English School, Mesaieed International School
VH	Executive Vice President Human Capital QatarEnergy
Senior Leaders	Members of the Senior Management Team of QatarEnergy schools
Head of School	Head of a QatarEnergy Primary or Secondary School
Staff Member	Any employee of QatarEnergy schools
Principal	Principal of a QatarEnergy school
The Complainant	The person raising the complaint
QatarEnergy HR	Human Resources
ENC	English National Curriculum

4.   PROCEDURES

Different forms of assessment are administered throughout the academic year for a variety of purposes.

4.1   Baseline Assessments

4.1.1   Early Years/Foundation

EYFS baseline using Development Matters curriculum within the first half term of a pupil starting Nursery.

4.1.2   Primary

If previous school reports raise concerns about students being able to access age related content, then new starters may do one or more of the following assessments to support the admission process:
   a) Standardised reading assessment
   b) In class writing task set at the teachers' discretion
   c) White Rose Mathematics Assessment

All KS1 pupils do a RWI phonics assessment and those in KS2 if deemed applicable

4.1.3   Secondary

GL CAT tests upon entry at Year 7 from Primary.

All new starters do the following:
   a) GL CAT assessments for English, Mathematics and Science
   b) LASS / LUCID Test if SEN needs are suspected with consideration of Access Arrangements.
   c) Arabic assessment including Reading, Writing and Speaking – if native Arabic origin.

4.2 Termly

4.2.1 Primary

The following summative assessments are used to support teacher judgement of NC learning objectives tracked by the school's formative assessment system (Target Tracker):

- PIRA Reading assessment across Year 1-6 – provides a standardised reading score, age standardised score and reading age
- White Rose Hub Mathematics assessments for arithmetic
- Mathematics problem solving and reasoning test created by the Maths Subject Lead to reflect year group curriculum coverage – *questions are selected from online Primary assessment tools.*
- Arabic assessments in Reading, Writing and Speaking and Listening (in line with MOE requirements)
- RWI Phonics Assessments across EYFS and Years 1-3

As part of classroom practice the following on-going formative assessment practices are used:
- End of Unit Assessments in Mathematics
- Interleaved Spaced Retrieval Tasks for Mathematics
- Low stakes quizzes for Science and Humanities
- Half-termly writing moderation in year groups across Years 1-6 using 'pupil and teacher skills checklists
- Termly writing moderation in year groups using standardised writing exemplars
- Half-termly data moderation within EYFS

Pupil Progress Meetings
Each term, teachers meet with Senior Leaders and Key Stage Phase Leaders (PLs) to:
1. Evaluate progress and attainment of pupils recorded on Target Tracker
2. Discuss PIRA and Maths assessment results
3. Devise intervention plans to close gaps in attainment

4.2.2 Secondary

Students in Years 7 to 13 all receive a written report per term. This will contain:

- a per subject attainment score (derived from a summative assessment)
- an attitude to learning grade set.
- A summary of behaviour & achievement points and attendance.
- A set of statements stating knowledge and skills secured and those still to develop.

Data Review
There are 3 focus groups who review termly progress data:
- Progress Teams: Lead by the Progress Leader these teams examine student performance versus targets from a student dimension. Their core function is to ascertain reasons for underperformance and to advise and support Faculties with the Parental dimension.

- Faculty teams (as subjects): Lead by the Subject Leader (under the aegis of the Head of Faculty) who examine cohort performance and then review setting as well as planned future teaching to remedy any shortfalls in learning consolidation.
- Senior Leadership: Who will work with both Heads of Faculties and Progress Leaders to focus whole school efforts and provide resources where necessary.
- In all year groups results are compared to a student's own GL profile (therefore an individual student indicator) allowing the attainment to be categorized as an Outcome.
- There are 4 types of Outcomes:
    - Blue: Result is in the top 25%
    - Green: Result is above 50% and below top 25%
    - Red: Result is below 50% and above bottom 25%
    - Black: Result is in the bottom 25%
- As a consequence, teacher action in response is discussed at faculty level. It is the intent to capture this action via the school MIS* in due course.

As part of classroom practice

- Faculties have their own practices which are consistent between groups and have a particular purpose.

4.3   Annual

The following range of standardised summative assessments (from the GL Assessment suite) are administered on an annual basis to give an international and UK comparative benchmark of performance:

4.3.1 Primary

- Cognitive Abilities Test (CATs) in Years 3 and 5
- Progress Tests in English and Mathematics in Years 2, 3, 4, 5 and 6
- PASS survey in Years 3-6

4.3.2 Secondary

- Cognitive Abilities Test (CATs) in Years 7 and 9,10 and 12
- NGRT Tests annually for Year groups 7 to 13 and Summer tests for students who are significantly weaker (Reading Age is more than 2 years behind Chronological Age)
- Progress Tests in English, Mathematics and Science in Years 7, 8 and 9
- PASS survey annually in all Year groups 7 to 13.

5.   APPENDICES

MIS – Management Information System