

The Phoenix Private School

Assessment Policy

Assessments at PPS

EYFS: Students in EYFS are assessed through ongoing observations, including evidence such as photographs, videos, one-on-one conversations, and notes on the seven areas of learning. This information is updated weekly on the Kinderly application. Termly reports are generated based on these observations, along with comments. By the end of Reception, children should meet 17 Early Learning Goals (ELGs) as outlined in the EYFS Statutory Framework.

KS1: Students in KS1 are assessed continuously through weekly or end-of-unit assessments. English writing is evaluated through the End of Unit BIG Write, while English reading is assessed weekly during 10-minute one-to-one reading sessions. End-of-unit assessments are used for both science and math, with an additional End of Term assessment for math only. Students are also expected to submit projects for various topics, which are graded based on set criteria.

KS2: Students in KS2 are assessed continuously through weekly or end-of-unit assessments. English writing is evaluated through the End of Unit BIG Write, and English reading is assessed weekly during Guided Reading lessons. End-of-unit assessments are used for science, topic and math, with additional End of Term assessments for math only. Students are also expected to submit projects for various subjects, which are graded based on set criteria.

KS3: Students in KS3 are assessed through three data entry points using formative and summative assessments. Data Entry Point 1 consists of project-based assessments, experiments, role plays, etc. Data Entry Point 2 tests skills learned up to the mid-term. Data Entry Point 3 is an end-of-term written assessment. KS3 staff members also conduct in-class assessments that contribute to teacher judgments and effort scores.

Specialist: Students across the school are assessed during specialist lessons in Art, Music, and P.E. based on their performance during these lessons, as well as end-of-unit quizzes or projects.

MOE: MOE subjects are assessed on a termly basis through progress quizzes and end of term assessments. In Arabic, the assessment includes a listening and spelling paper and a reading, writing, and grammar paper. Speaking skills are also extensively evaluated each term. In Islamic Studies, an additional oral assessment on the holy Qur'an is conducted.

Additional Assessments

All students will be required to sit CEM/GL assessment during the academic year. These assessments will be used as a baseline assessment to determine gaps in learning and provide individualised support for students accordingly.

The levelling system and reports for core subjects

KS1 and KS2 Students will be graded using the following leveling system:

Standard	Emergent			Secure			Advanced		
Achieved	E-	E	E+	S-	S	S+	A-	A	A+
%	0 - 10	11- 29	30 - 49	50 – 59	60 - 74	75 - 84	85 - 89	90 - 94	95 - 100

KS3 Students will be graded using the following leveling system:

Standard	Emergent			Secure			Advanced		
Achieved	E-	E	E+	S-	S	S+	A-	A	A+
%	0 - 10	11- 29	30 - 59	50 – 64	65 - 79	80 - 84	85 - 89	90 - 94	95 - 100

Expectations and success criteria

Students are expected to develop their skills over the year according to their abilities. The success criteria of different subjects are calculated depending on the skills that are assessed and the time frame over which they are assessed.

The final assessment for Reading and Writing shows the progress of students throughout the year. Students should be able to achieve a *minimum* level of S- by the end of the year to progress to the next year group.

The scores from the Math and Science unit assessments will contribute to the end of term and end of year scores. Students are expected to achieve a *minimum* of S- to be able to progress to the next year group. However, the expected level for each year group is S provided that the basic set of skills for the year group are fully secured.

S- is the acceptable bench mark for suitable achievement.

Check points and Progress meetings

All data Check-points will be decided and added to the whole school calendar at the beginning of the year. All assessment data must be uploaded onto Classter within ONE week of the assessment. The data should be available for Check-point meetings and Progress meetings that will be taking place during the term.

Student progress per subject is tracked using the Tracking Sheets and targets will be set for students accordingly. Progress meetings will be held after each Check-point where data is analysed and patterns will be identified. Plans for students who need upper or lower intervention strategies will be created. This is also an opportunity for teachers to share learning strategies for individuals.

Assessment Analysis and Tracking

Perseverance **H**onesty **O**riginality **E**nrichment **N**urturing **I**nspiration **eX**cited to learn

Assessments will be analysed once the scores have been added to the Assessment Analysis tracking sheets, to produce data that allows teachers to identify gaps in learning and focus areas for further intervention before the following assessment. Assessment analysis per subject is done as per the following table:

KEY Stage	Subject	Unit tests	End of term
KS1	Math	√	√
	English Writing	√	√
	English Grammar	√	√
KS2	LKS2 Math	√	√
	UKS2 Math	-	√
	English Writing	√	√
	English Grammar	√	√
	UKS2 Science	√	-
KS3	Math	√	√
	English	√	√
	Science	√	√
	History	√	√
	Geography	√	√

After data analysis:

- Fill in the Tracking Attainment and Data Point Intervention Form
- Release Data point intervention for cause for concern and gifted and talented
- Year group discussion regarding student performance
- Regrouping students according to ability
- Inform planning - revisit or reteach necessary concepts

Submitting and Storing exams

Assessments must be emailed to KSL for checking **one** week before the assessment date.

All assessments should be printed and handed in to the Admin team 48hrs prior to the exam.

Standardised/Teacher made assessments and Answer Guide

Teachers using standardized assessments provided by the teacher platforms must make sure the assessments follow the mark distribution and instructions indicated in the Assessment

Rubric. Teachers can edit these assessments to better adhere to the mark distribution if necessary.

Teacher made assessments should follow the guidelines indicated in the Assessment Rubric and include the PPS standard front cover.

An Answer Guide must be created for all assessments, both standardized and teacher made.

Moderation of Assessments

Teachers are expected to moderate all subject assessments *before* the assessment data is due for submission at the end of every term.

KSL are required to select three random assessments to moderate per subject, per class, per term.

Moderation should be indicated by the use of a different colour pen and signed by the moderating teacher/KSL.

The moderation of English Writing should be agreed on and completed, for a higher, medium and lower writing piece, before the marking the remaining students' work to minimise subjectivity.

Notice to Improve Letters

Students who attain below 50% at any time will receive a Notice to Improve Letter before the report cards are issued at the end of each term. The purpose of this letter is to advise parents and students that they are below target that if they continue at the same level there is a serious risk of failing the academic year.

Supporting students during assessments

Parents of students, identified as lacking in progress based on end of unit tests, will be informed as soon as possible. These students will be supported by the class teacher through extra practice and tuition, additional worksheets and homework. These students will also be referred to the Support Programme and offered further help. Please refer to the SP section of the handbook for more information about the programme. Depending on the student, teachers may be required to edit the assessment format as instructed by the Support Team.

Failing and Repeating the Year

If the student scores are below the assigned target grade, the student will fail the year and will not be able to proceed to the next academic year, since they did not grasp the skills needed to progress, and are a high risk of failing the next academic year.

Absence/missing Assessments

Students are expected to have full attendance and to complete all examinations on time. Students who are not present on the day of assessment will not be allowed to sit the assessment on a different day unless they have a valid reason. Valid reasons include; illness, accidents, deaths in the family, etc. The school reserves the right to stipulate what they consider to be valid or invalid reasons for absence and will make decisions on an individual basis. In this case, teachers will create a different assessment for the student and make changes to the exam timetable to accommodate the student's schedule.

If SLT concludes that the absence is for invalid reasons, the teachers will not make any changes to the exam timetable or give any allowances for the student. In that case, the following strategy will be applied:

1. Using previous data from this subject, the class teacher and Head of Key Stage will determine if the student is likely to 'pass' the examination that they will miss, with at least a 50% score.
2. If the student's progress shows that they are likely to pass, then they will be given a 50% pass for that subject for that Term. If the student has not shown the ability to pass by 50%, then the school will not be able to offer this 'pass' grade, and will strongly suggest the student sit the exam. If the student is still not sitting the exam, they will receive a zero for that paper, and the calculation for the Term 1 overall score will reflect this.

Dishonesty and Cheating on Assessments

Students at PPS are encouraged to practice honesty and refrain from engaging in any suspicious behaviour during assessments. Students who are caught cheating during an assessment will suffer the following consequences:

- The invigilator will take the assessment paper and the student will not be allowed to complete the test.
- The student will receive a score of 0% on that assessment.
- The student will be subject to S3 consequences as per the Behaviour Policy.

Assessment and Tracking Sheet Policy

End of Term scores

KS1 End of term score

Perseverance **H**onesty **O**riginality **E**nrichment **N**urturing **I**nspiration **eX**cited to learn

Subject	Calculation percentage	Evidence to be collected
English	80% Writing assessments based on the last piece of writing that shows the students' progress throughout the term 10% SPaG written assessment - 5% midterm- SPaG - 5% EOT- SPaG 10% - Participation and effort	Assessments and sample work from the classwork writing tasks
Maths	90% Unit assessments (40%) and EOT assessment (50%) 10%- Participation and effort	-Sample classwork (quality/grading)
Science	80% end of unit assessments 10% Working Scientifically 10% Tasks and participation	-Sample classwork + (projects).
Topic	90% Topic project 10% - Participation and effort	-Project scoring sheet

N.B. If teachers choose to use projects, the marks must be based on set criteria. These must include responding to questions that enable the teacher to assess understanding.

KS2 End of Term Score

Subject	Calculating percentages (Final grade)	Evidence to be collected
English	80% writing assessments: 2 fiction, 1 non-fiction per term. Using best overall score. 10% SPaG written assessment <ul style="list-style-type: none"> - 5% midterm- SPaG - 5% EOT- SPaG 10% - Participation and effort	Assessments and multiple evidence from online writing tasks.
Math	Y3&4 90% Unit assessments (40%) and EOT assessment (50%) 10%- Participation and effort Y5&6 90% Assessment: 40% unit tests; 50% end of term 10% Tasks and participation	-Sample work (quality/grading)
Science	Y3&4 80% end of unit assessments 10% Working Scientifically 10% Tasks and participation Y5&6 30% Mid term+ 60% EOT 10% Tasks and Participation	-Sample work (quality/grading) -Project scoring sheets and sample work (projects).
Topic	45% Topic project 45% Topic assessment 10% Tasks and participation	

N.B. If teachers choose to use projects, the marks must be based on set criteria. These must include responding to questions that enable the teacher to assess understanding.

KS3 End of Term Scores

Subject	Calculating percentages (Final grade)	Evidence to be collected
English	90% Assessment Check point 1 – 20% Check point 2 – 20% End of term – 50% 10% Tasks and participation 5% Quality of classwork 5% Teacher judgement	Evidence to justify 10% -Tracking sheet (task submission) -Project scoring sheets and sample work (projects). -Sample work (quality/grading) <ul style="list-style-type: none"> • Written assessments • Online assessments (completed independently) • Worksheets • Essays • Presentations • Projects • Quizzes
Maths		
Science		
History and Geography		

N.B. If teachers choose to use projects, the marks must be based on set criteria. These must include responding to questions that enable the teacher to assess understanding.

Specialist Subjects

Subject	Calculating percentage (final grade)	Evidence to be collected
French	80% Mid-term and EOT assessment (oral and writing) 10% classwork & participation 5% homework 5% Teacher judgment	-Sample work (quality/grading)
Arabic and Islamic	80% EOT assessment 10% Tasks and participation 10% Project	-Tracking sheet (task submission) -Sample work (quality/grading)
Qatar H.	80% EOT assessment 20% Project	-Project scoring sheets and sample work (projects).

ICT	80% Project or assessment 20% Tasks and participation (online) 5% submitting tasks & online activities 5% Effort and participation 10% teacher judgment based on skills.	-Tracking sheet (task submission) -Sample work (quality/grading)
P.E	Y1 - 80% Teacher judgment based on effort and participation - 20% Assessment/Recitation Y2, - 50% Teacher judgment based on effort and participation - 50% P.E Practical assessment Y3- Y6, KS3 - 25% P.E Project/Quiz - 25% Teacher judgment based on effort - 50% P.E Practical assessment	- P.E Project
Music	KS1 90% Campus based effort, participation and accuracy 10% Project/ assessment	-Tracking sheet (task submission) -Sample work (quality/grading)
Art	KS2 90% Campus based effort, participation and accuracy 10% Project/ assessment KS3 80% Campus based effort, participation and accuracy 20% Projects	

N.B. If teachers choose to use projects, the marks must be based on set criteria. These must include responding to questions that enable the teacher to assess understanding.

End of Year Assessment Scores

KS1 End of year score

Subject	Calculation percentage
English	Term 3 score
Maths	AVG T1,2&3
Science	90% AVG T1,2&3 + 10% Working scientifically
Arabic/Islamic	AVG of T1,2&3
Qatar History	AVG of T1,2&3
Topic	AVG T1,2&3

N.B. If teachers choose to use projects, the marks must be based on set criteria. These must include responding to questions that enable the teacher to assess understanding.

KS2 End of Year Score

Subject	Calculating percentages (Final grade)
English	Term 3 score
Math	Y3&4: AVG T1,2&3 Y5&6: 40% Unit assessments (T1,2&3) + 50% Final assessment + 10% OPE
Science	Y3&4: 90% AVG of all unit tests + 10% Working scientifically Y5&6: AVG T1,2&3 +10% Working Scientifically
Topic	AVG of T1,2&3
French	AVG of T1,2&3
Arabic/Islamic	AVG of T1,2&3
Qatar History	AVG of T1,2&3
ICT	AVG of T1,2&3

N.B. If teachers choose to use projects, the marks must be based on set criteria. These must include responding to questions that enable the teacher to assess understanding.

KS3 End of Year Scores

Subject	Calculating percentages (Final grade)
English	25% T1 + 25% T2 + 50% T3 (T3=2%PE + 18%Midterm + 80% EOT)
Maths	
Science	

History and Geography	
French	
ICT	AVG of T1,2&3
Arabic/Islamic	AVG of T1,2&3
Qatar History	AVG of T1,2&3

Specialist Subjects

Subject	Calculating percentage (final grade)
P.E	AVG of T1,2&3
Music	
Art	

The levelling system and reports for core subjects

KS1 and KS2 Students will be graded using the following leveling system:

Standard	Emergent			Secure			Advanced		
	E-	E	E+	S-	S	S+	A-	A	A+
Achieved	E-	E	E+	S-	S	S+	A-	A	A+
%	0 - 10	11 - 29	30 - 49	50 - 59	60 - 74	75 - 84	85 - 89	90 - 94	95 - 100

KS3 Students will be graded using the following leveling system:

Standard	Emergent			Secure			Advanced		
	E-	E	E+	S-	S	S+	A-	A	A+
Achieved	E-	E	E+	S-	S	S+	A-	A	A+
%	0 - 10	11 - 29	30 - 59	60 - 64	65 - 79	80 - 84	85 - 89	90 - 94	95 - 100

Participation/effort (10%)

Grade	Score to enter
E: Working below the expected level of attainment	2
S: Minimum Pass level of attainment	4
S+: Expected Pass level of Attainment	6
A: Working beyond the expected level of attainment	8
A+: Working Significantly beyond the expected level of attainment	10

Teacher judgement: to be input by the teacher at the end of term