ASSESSMENT POLICY 2026-2027

Phoenix Private School, Doha – For Students and Staff

Effective Date: August 2026

Approved By: Principal and Governing Body

Next Review Date: August 2027

Mission, Vision, and Values

Mission:
To develop future leaders who are able to make positive changes throughout the world. We challenge today to create a better tomorrow.
Vision:
To prepare a generation of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
Values:

- Perseverance
- Honesty
- Originality
- Enrichment
- Nurturing
- Inspiration
- eXcited to learn

Assessments at PPS

EYFS: Students in EYFS are assessed through ongoing observations, including evidence such as photographs, videos, one-on-one conversations, parents' feedback and notes on the seven areas of learning based EYFS Framework. This information is updated weekly on the Kinderly application. Reception baseline assessment is for the first 6 weeks in reception class (FS2). Termly reports are generated based on these observations, along with comments. By the end of Reception, children should meet 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 and termly SPaG assessment, while English reading is assessed weekly during 10-minute one-to-one reading sessions along with progress monitored on Oxford Reading Buddy. End-of-unit assessments are used for both science and math, with an additional End of Term/Year 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 termly SPaG assessment. English reading is assessed weekly during Guided Reading lessons along with progress monitored on Oxford Reading Buddy.. End-of-unit assessments are used for science, topic and math, with additional End of Term/Year 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 subects 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. In addition, students in Years 3, 7, and 9 will complete the CAT4 assessment, which measures cognitive abilities across different domains.

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 - 49	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 and tracking sheets 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.

Sharing Assessment Results with Parents

1. **Communication** – Assessment results will be shared with parents through reports, parent teacher meetings and on Classter.
2. **Timeliness** – Results will be shared once marking and moderation are completed.
3. **Confidentiality** – All student results remain confidential and are shared only with parents/carers, students, and relevant staff.
4. **Feedback** – Where appropriate, feedback will be provided to support progress and next steps.
5. **Review of Assessment Papers** – Parents may be invited to view assessment papers in school by appointment. Papers must remain on-site and cannot be taken home or photographed.
6. **Queries** – Any concerns or questions should be directed to the class teacher or Key Stage Lead.

Assessment Analysis and Tracking

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	Mid term	End of term
KS1	Math	√	√
	English Writing	√	√
	English Grammar	√	√
KS2		√	√
	Math	√	√
	English Writing	√	√
	English Grammar	√	√
	UKS2 Science	√	√

KS3	Math	√	√
	English	√	√
	Science	√	√
	History	√	√
	Geography	√	√

Data Analysis and Intervention Plan

<u>Data Analysis</u>

Assessment data must be uploaded regularly into the Assessment Tracking Sheet. Once scores are entered, assessments will be analyzed to generate data that enables teachers to:

- Monitor student performance
- Identify students' varying levels of attainment
- Flag students operating at the Emergent level for early intervention
- Identify gaps in learning and areas requiring further focus before the next assessment
- Identify students who are Gifted and Talented to ensure appropriate provision

Both formative and summative assessment data must be analyzed consistently, and the Data Attainment Sheet must be completed for each subject in line with the agreed analysis framework.

Intervention Plan

- Parent Communication
    - Inform parents of their child's progress, areas of concern, and the interventions being implemented through emails and/or meetings.
    - Collaborate with parents to provide strategies for supporting learning at home and reinforcing skills taught in school.
- Individualised Support Plans (ISPs)
    - For each identified student, develop an ISP outlining:
        - Specific areas of weakness/strength
        - Targeted interventions
        - Measurable goals for improvement

Follow-Up and Continuous Improvement

- Conduct regular reviews of intervention practices to evaluate their effectiveness and highlight areas for development.
- Adjust strategies and interventions based on:
    - Student progress and assessment results
    - Teacher and parent feedback
    - Emerging student needs
- Ensure interventions remain responsive, evidence-based, and aligned with school improvement goals.

Intensive Support

- Students with significant learning challenges who are not showing the required progress by the end of Term 1 will receive a Notice to Improve letter.
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- They will also be referred to the Academic Support Program (ASP) for further assistance, where targeted interventions will be delivered by trained support staff, focusing on specific skill deficits through structured interventions and additional resources.

Assessments criteria

Our assessment approach ensures that every student is provided with opportunities to demonstrate their learning according to their ability level while still being challenged to progress. All assessments are designed to cover a range of cognitive skills, from recall to higher-order thinking.

Criteria and Weighting

To maintain fairness and differentiation across subjects, all assessments (regardless of subject) will include the following distribution of question types:

- 50% (Recall & Understanding):
  Tasks that check factual knowledge, recall of definitions, identification, and simple comprehension.
  Example: Fill-in-the-blanks, matching, multiple choice, direct recall.
- 35% (Application & Analysis)
  Tasks that require applying knowledge in new contexts or analysing relationships.
  Example: problem-solving, interpreting data, applying grammar/spelling rules, sequencing events.
- 10% (Evaluation & Creation)
  Tasks that encourage reasoning, constructing arguments, or creating something new using learned skills.
  Example: writing a short paragraph, justifying a solution, evaluating different methods.
- 5% (Extended Challenge)
  Open-ended or extension tasks that stretch thinking beyond the core curriculum.
  Example: designing an experiment, writing an alternative ending to a story, solving a higher-level problem.

Assessment Implementation Guidelines

All assessments at PPS must follow the agreed framework to ensure fairness, consistency, and accurate monitoring of student progress.

- Balance of Questions: Every assessment must reflect the agreed percentage distribution so that all ability levels are catered for.
- Marking Schemes: Marks must be allocated proportionally and clearly across tasks.
  Example: In a 20-mark test → 10 marks recall, 7 marks application, 2 marks evaluation, and 1 mark extended challenge.

- Consistency Across Subjects: Assessments in all subjects (SPaG, Topic, Science, Humanities, etc.) must follow the same structure to promote fairness and comparability.
- Progress Monitoring: The framework enables teachers to identify strengths and gaps in student performance (e.g., strong in recall but needing support in analysis).
- Standardized Assessments: When using platform-provided assessments, teachers must apply the agreed mark distribution and follow the Assessment Rubric instructions. Adjustments may be made if needed to align with the agreed distribution.
- Teacher-Made Assessments: All teacher-created assessments must follow the Assessment Rubric guidelines. The PPS standard front cover must be included.
- Answer Guide: An answer guide must accompany every assessment, whether standardized or teacher-made, to ensure consistency and transparency in marking.

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 and 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. Parents will be asked to provide evidence. 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 or use teacher judgement.

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 with a cap of 50%. 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.

Student Absence During Assessments

1. Notify School – Parents/carers must inform the school of the student's absence as soon as possible.
2. Provide Evidence – Medical or other supporting evidence may be required for prolonged or significant absences.
3. Review – The school will determine whether the absence is valid reason or a non-valid reason.
4. Valid reasons for absence – Students with valid absences will be given an opportunity to complete an alternative assessment at a suitable time or teacher judgement will be applied.
5. Invalid reason for Absence – If a student misses an exam, their previous performance will be reviewed. If they are likely to have scored at least 50%, they will be awarded a 50% pass. Otherwise, they will be encouraged to take the exam (with marks capped at 50%). If they do not take it, they will receive a zero, which will affect their overall Term 1 grade.
6. Record – All absences and actions taken will be documented by the school

Dishonesty and Cheating in Assessments

Students at PPS are expected to act with honesty and integrity during all assessments. Any form of cheating, dishonesty, or suspicious behaviour during an assessment is considered a serious breach of school expectations.

Examples of Dishonesty and Cheating

Dishonesty and cheating behaviours include, but are not limited to:

- Copying answers from another student.
- Allowing another student to copy your work.
- Communicating with other students during an assessment without permission eg. Talking to another student, non-verbal communication
- Using notes, textbooks, electronic devices, artificial intelligence tools, or other unauthorised materials.
- Accessing information on a mobile phone, smartwatch, calculator, or other device without approval.
- Looking at another student's assessment paper.
- Impersonating another student or allowing someone else to complete an assessment on your behalf.
- Plagiarising work or presenting another person's work as your own.
- Attempting to gain an unfair advantage through any dishonest or deceptive means.

Any behaviour that compromises the integrity, fairness, or security of an assessment may be considered cheating and will be investigated by the school.

Consequences for Primary Students

If a Primary student is found cheating during an assessment:

- The assessment will be stopped, and the teacher will discuss the incident with the student.
- The student may be required to complete an alternative assessment or repeat the assessment under teacher supervision.
- Parents/carers will be informed of the incident.
- The incident will be recorded, and appropriate behaviour consequences may be applied in accordance with the School Behaviour Policy.

Consequences for Secondary Students

If a Secondary student is found cheating during an assessment:

- The invigilator will confiscate the assessment paper, and the student will not be permitted to continue or complete the assessment.
- The student may receive a score of **0%** for the assessment.
- Parents/carers will be informed of the incident.
- The incident will be recorded.
- The student will be subject to **S3 consequences** in accordance with the School Behaviour Policy.

Assessment Malpractice Procedures

Student Malpractice

1. **Report** – Staff report any suspected malpractice to the Key Stage Lead and Principal
2. **Investigate** – Gather evidence and meet with the student to establish the facts.
3. **Decide** – Review the evidence and determine whether malpractice has occurred.
4. **Inform** – Notify parents/carers of the outcome where appropriate.
5. **Apply Sanctions** – Implement appropriate consequences, such as a warning, loss of marks, or reassessment.
6. **Record** – Keep a record of the incident and outcome.

Differentiated Assessment Criteria for SEN Students

To ensure fair and meaningful assessment for our SEN students, all teachers are expected to follow the guidelines below. These procedures ensure that assessments accurately reflect each student's abilities and learning needs.

1. Review of Individual Needs

Before any assessment takes place:

- Teachers must review each SEN student's Individual Education Plan (IEP) or support plan.
- Assessment adjustments should directly reflect the student's documented needs.

2. Different Pathways for Assessment

SEN students may follow one of the following assessment pathways, depending on their support needs and curriculum level

A. Students Following an Alternative Curriculum

- These students will complete assessments designed specifically for their curriculum.
- The content, structure, and expected outcomes may differ from the standard assessment.

B Students Completing the Standard Assessment with Accommodations

These students access the same assessment as their peers.
They *do not need different questions*—only support such as:

- Extra time
- A quiet or separate room
- A reader or scribe (as per IEP)

The assessment content and learning objectives remain unchanged.

C. Students Requiring Simplified or Shortened Questions

Some SEN students may complete the same assessment but with simplified versions of the questions:

- Wording is adjusted for clarity.
- Questions are shorter and more accessible.
- Learning objectives and outcomes remain the same.

D. Students Completing Only Easy & Medium Levels (Applicable for KS3 assessments)

For some students:

- They will complete only the easy and medium sections of the standard assessment.
- They are *not required* to attempt the difficult level.
- Their final score is calculated based solely on these two levels.

KS3 SEN Differentiation

For KS3:

- The SENCO team meets with subject teachers to decide on the specific differentiation required for each student in every subject.
- Teachers are expected to apply the agreed adjustments consistently.

Specific Guidance for SPL3 Students

- SPL3 students will receive extra time to complete their assessment.
- They will have full access to Sections A, B, and C.
- If an SPL3 student fails the full exam paper:
    - Their paper will be remarked using only Sections A and B, *or*
    - Their results will be re-evaluated based on their ability level table.

3 . Recording and Reporting

Teachers must ensure that:

- All accommodations or modifications used during the assessment are clearly recorded.
- Each student's report specifies the level and type of differentiation provided.
- The differentiated assessment type (e.g., simplified questions(C) , easy/medium only(D) , alternative curriculum (A) is **clearly indicated on the student's assessment sheet**.
- Any changes to the assessment process are documented for accountability and consistency.

The Phoenix Private School

Assessment and Tracking Sheet Policy

End of Term scores

KS1 End of term score

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% - (5%) HW tasks - (5%) Participation and effort	Assessments and sample work from the classwork writing tasks
Maths	90% Assessments: (40%) and EOT assessment (50%) 10%- Participation and effort	Assessments -Sample classwork (quality/grading)
Science	90% end of unit assessments 10% Tasks and participation	Assessments -Sample classwork + (projects)
Topic	90% (40% Topic project – 50% class work) 10% - Participation and effort	Sample classwork -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: Using best overall score. 10% SPaG written assessment - 5% midterm- SPaG - 5% EOT- SPaG 10% Tasks and participation	Assessments and multiple evidence from writing tasks.
Math	90% Assessment: (40% unit tests; 50% end of term) 10% Tasks and participation	Assessments -Sample work (quality/grading)
Science	**LKS2**: 90% end of unit assessments 10% Tasks and participation **UKS2** (year 5 and 6): 90% Assessment: (20% end of unit assessment- 50% end of term- 20% Practical) 10% Tasks and participation	Assessments -Sample work (quality/grading) -Project scoring sheets and sample work (projects).
Topic	90% (50% end of unit assessment 40 % project 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 Maths Science History and Geography	**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) • Written assessments • Online assessments (completed independently) • Worksheets • Essays • Presentations • Projects • Quizzes

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	Assessments -Sample work (quality/grading
Arabic and Islamic	90% (40% midterm- 50% end of term) EOT assessment 10% Tasks and participation	-Tracking sheet (task submission) -Sample work (quality/grading
Qatar H.	90% (40% midterm- 50% end of term) EOT assessment 10% Tasks and participation	- Tracking sheet (task submission) -Sample work (quality/grading

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 assessment (25% Practical assessment + 25% Quiz) **Y3- Y6 + KS3** - 25% P.E Practical assessment 1 (Based on rubric) - 25% Teacher judgment based on effort - 25% P.E Practical assessment 2 (Based on rubric) - 25% Quiz	- P.E Assessments
Music	**KS1** 90% Campus based effort, participation and accuracy 10% Project/ assessment **KS2** 90% Campus based effort, participation and accuracy 10% Project/ assessment **KS3** 80% Campus based effort, participation and accuracy 20% Projects	-Tracking sheet (task submission) -Sample work (quality/grading)
Art	50% Drawing & colouring	

	30% Design & craft 20% Effort 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.

End of Year Assessment Scores

KS1 End of year score

Subject	Calculation percentage
English	Term 3 score
Maths	20% T1 - 30% T2 - 50% T3
Science	90% AVG T1,2&3 + 10% Working scientifically
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	Year 3 to 6: 20% T1 - 30% T2 - 50% T3
Science	AVG of T1,2&3
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	Overall: 25% T1 + 25% T2 + 50% T3
Maths	
Science	T3 = 18% checkpoint+ 2% PE + 80% EOT
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:

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%	0 - 10	11- 29	30 - 49	50 – 59	60 - 74	75 - 84	85 - 89	90 - 94	95 - 100

KS3 Updated levelling system

Standard	Emergent			Secure			Advanced		
Achieved	E-	E	E+	S-	S	S+	A-	A	A+
%	0 - 10	11- 29	30 - 49	50 – 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