Learners Today.. Leaders Tomorrow

The Gulf English School

Whole School Assessment Policy

Author: Leadership Team

Adoption / Review	Committee	Lead Personnel	Review Date:
Dec 2024	ELT	LT	June 2026

This policy applies across all campuses:
GES Gharafa (Infants, Juniors, and Secondary)
GES Bin Omran

Responsible, **R**espectful, **R**esilience

The Gulf English School's

Our Vision

We aim to develop a responsible, respectful, resilient school community, supporting the highest level of personal achievement in a changing modern intercultural world.

V1	We aim to develop a responsible, respectful, resilient school community,
V2	supporting the highest level of personal achievement
V3	in a changing modern intercultural world.

Mission Statements

M1	We provide a high-quality education, focusing on skills, knowledge and application, enabling our community to strive and achieve excellence
M2	We aim to develop a culture of life-long learning, independence, ambition, which is continuously demonstrated by our community.
M3	Our community promotes diversity and global citizenship where individual differences are understood and celebrated.
M4	To drive the development of creative skills and critical awareness in our students.
M5	Our school community provides a safe, supportive, and stimulating learning environment that focusses on the well-being of all
M6	We aim to integrate the use of technology on a day-to-day basis to enhance our teaching and learning.

Our Core Values: The 3 R's

- ✓ **Responsible:** Driven, Ambitious, Achiever
- ✓ **Respectful:** Empathy, supportive, caring, diversity
- ✓ **Resilient:** Risk takers, empowered, committed

Definitions of Teaching and Learning at GES

GES believes that high-quality learning should enable students of all ages to develop socially, emotionally, and academically. This is done through an environment where learners are empowered, nurtured, respected, and prepared for the world beyond the classroom.

Mission Statement	What this looks like in our school
An adaptive curriculum that is progressive, differentiated, well-resourced and engaging.	▪ Teachers plan lessons effectively using different methods
	▪ Teachers assign students responsibility and guide their learning
	▪ Teachers use their student's knowledge to scaffold and challenge
	▪ Teachers use technology to support teaching and learning
	▪ Teachers model appropriately
	▪ Teachers plan carefully to build on students' prior knowledge
	▪ Students can access a curriculum that enhances their learning experiences
	▪ Students are presented with opportunities to link learning to real-life experiences

Mission Statement	What this looks like in our school
A safe environment built on mutual respect where students are confident to apply their skills and take risks.	▪ High expectations of behaviour modelled by teachers and students
	▪ Teachers know their students in a holistic sense and can tailor learning outcomes
	▪ Teachers plan for an inclusive environment
	▪ Teachers model our core values
	▪ Students have access to a range of Extra Curricular Activities (ECA) activities
	▪ Students take an active role in service learning and value the importance of being a global citizen
	▪ All staff and students adhere to the behavior policy

Mission Statement	What this looks like in our school
Students are actively involved, motivated, have a positive attitude and take responsibility for their learning.	▪ Teachers provide opportunities for students to reflect on their learning and take accountability for their work
	▪ Students can work both individually and in cooperation with peers and teachers
	▪ Students can determine their goals and make plans for those goals
	▪ Students understand their learning journey
	▪ Students demonstrate transdisciplinary skills

	▪ Students model our core values
	▪ Students' achievements are acknowledged and celebrated

Mission Statement	**What this looks like in our school**
Assessment informs teaching and learning to drive student progress and attainment	▪ Teachers use data to inform curriculum planning.
	▪ Teachers assess the learning of students systematically.
	▪ Teachers are aware of progress and attainment and take an active part in pupil progress meetings reflecting on impact, and interventions, planning next steps and sharing with TAs to target support where needed.

GES teaching and learning definition and statements is to set our standards and develop our Teaching and Learning and maintain a consistent approach across all campuses. It is based on educational research and the expertise of our staff. It focuses our direction in terms of Teaching and Learning and it feeds into our Observation Cycles, CPD and Appraisal System. We expect our staff to keep the following principles at the fore front of their planning, teaching and assessment. So that, our students and our staff can achieve their personal best.

Aims of the Policy

The purpose of assessment at The Gulf English School (GES) is to measure and maximise individual student progress while enabling all students to become better learners. To achieve this, the Whole School Assessment Policy aligns with the school's Teaching and Learning definition and provides a clear outline of all assessment techniques used. These techniques encompass key dimensions such as recording, target setting, pupil progress, tracking, and reporting.

At GES, assessment is a continuous and integral part of the teaching and learning process. It allows teachers to gain a deeper understanding of their pupils' needs, achievements, and abilities, enabling more effective planning and delivery of lessons. This approach ultimately supports the goal of raising attainment for every child.

Good assessment practice at our school is designed to:

- Enable all pupils to make meaningful progress in their learning.
- Track the progress of individuals and groups and set appropriate, achievable targets.
- Identify students in need of intervention and provide timely support.
- Deliver feedback that helps pupils understand their 'next steps' in learning and how to work towards achieving them.
- Allow teachers to plan effectively, reflecting the unique needs of each child.
- Make reliable judgements about learners' performance, including their alignment with age-related expectations where appropriate.
- Facilitate accurate reporting to parents about their child's achievements, progress, and performance, enabling active parental involvement in the educational process.
- Provide vital information to the school SENCO and Learning Support (LS) team to ensure personalized support for students requiring additional help.
- Offer the Leadership Team and Board of Governors data to make informed judgements about the school's overall effectiveness.
- Recognise and celebrate individual student achievements across the curriculum, fostering motivation and confidence.
- Base all assessments on clear learning objectives that are communicated by teachers and understood by students.
- Encourage students to participate in the assessment process, promoting reflective and independent learning.
- Measure both academic performance and progress over time.
- Identify targets that support and encourage continuous improvement.
- Help teachers identify individual learning needs and plan appropriately for each student.
- Provide employers and higher educational institutions with accurate information about students' attainment and achievements.

This comprehensive approach ensures that assessment remains a vital, integral part of teaching and learning, supporting the development and success of every student.

How do we Assess?

Assessment at GES school is conducted regularly and consistently, aligned with international standards, and tailored to meet the needs of students at all stages. It is based on a combination of **formative** and **summative** approaches to ensure a comprehensive understanding of progress and attainment.

Primary School Assessments

Formative Assessment AfL - Assessment for learning

Assessment for learning focuses on how children learn and is central to daily classroom practice and planning. Teachers assess and track progress through the learning objectives, observations, 'the steps success' criteria and marking/feedback and pupil response. Peer assessment is also used throughout the school.

Summative assessment: AoL - Assessment of learning (summative assessment)

This involves judging pupils' performance against the national age-related expectations. Teachers form these judgements at the end of each term using a combination of tests, mark sheets, book scrutiny and moderation. YGL leaders and the SLT are part of the moderating and book scrutiny process. Years 2 and 6 may use the interim assessment frameworks or standardize SATs question papers.

At GES we will use STAR Assessments every six weeks to assess our pupils in the core subjects (English and Mathematics)

The STAR will provide data to help:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age-standardised information
- provide end of key stage test data against which the school will be compared to
- provide information about cohort areas of strength and weakness to build from in the future

Formal Assessment Cycle:

Formal assessment is a systematic part of our school's work that will be used to track each cohort in the school and more specifically each pupil in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards. GES assessment is based on a combination of both formative and summative assessments.

The Assessment cycle at GES includes:

EYFS

- A baseline assessment of every pupil when they start Reception and Preschool (in the first 2-3 weeks of their arrival)
- Phonics Screening
- Termly assessments of all pupils in EYFS in all 7 areas of the EYFS UK curriculum framework.
- Ongoing observation on the pupil's development
- Each child has a profile that shows progress against the 7 areas of earning
- Tapestry - used to record assessment evidence and track and monitor progress against the 7 areas of learning.
- Staff complete an electronic learning journey on Tapestry containing photos, videos and comments.

KS1 & KS2

- a baseline assessment of children when they transfer from another school
- statutory end of Key Stage assessment
- **statutory Year 1 Phonics Screening**
- termly writing assessments
- termly reading assessments -tests and evidence in books & guided reading sessions
- termly maths assessments – tests & learning objectives met
- times tables tests
- spelling tests
- Objective trackers will be updated regularly, at least each month; Marking (tick, dash, dot) Next step marking, AFL and questioning will be used to inform these.
- Summative assessment (Star assessment) will take place every half term.

GES objective trackers are based on the National Curriculum for Reading, Writing and Maths and will be used as part of our formative assessment procedures and Star assessment will be used as our summative assessment.

Overall Percentage makeup:

Maths (Make-up)

Assessments	**Objective Tracker**	**End of Term exam**	**STAR Assessments**
Over term reporting – % Make up	**50%**	**30%**	**20%**

Writing (Make-up)

Assessments	**Objective Tracker**	**End of Term exam**
Over term reporting – % Make up	**80%**	**20%**

Reading (Make-up)

Assessments	**Objective Tracker**	**STAR (SS Scores)**
Over term reporting – % Make up	**80%**	**20%**

Year 1 will use Phonics Screening scores instead of STAR

Summative Assessment

STAR Assessment (every six weeks)

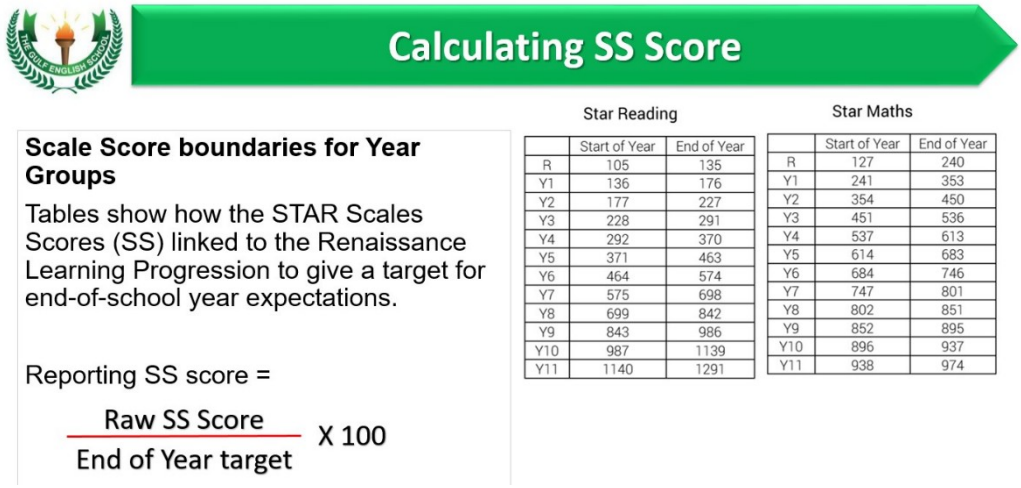
STAR Early Literacy, Reading, and Math are computer-adaptive assessments designed to give teachers accurate, reliable, and valid data quickly so they can make good decisions about instruction and intervention.

It gives you data that shows:

- ✓ *Universal Screening*
- ✓ *Benchmark and establish baseline data*
- ✓ *Progress monitoring (Watch growth over time)*
- ✓ *Diagnostic Assessment*

✓ *Helps to design instruction for students at all levels.*

- Star assessment will be conducted every half term.
- The Star assessment SS score will be added to the Objective tracker.



	Start of Year	End of Year
R	105	135
Y1	136	176
Y2	177	227
Y3	228	291
Y4	292	370
Y5	371	463
Y6	464	574
Y7	575	698
Y8	699	842
Y9	843	986
Y10	987	1139
Y11	1140	1291

	Start of Year	End of Year
R	127	240
Y1	241	353
Y2	354	450
Y3	451	536
Y4	537	613
Y5	614	683
Y6	684	746
Y7	747	801
Y8	802	851
Y9	852	895
Y10	896	937
Y11	938	974

Formative Assessment:

Each terms assessment will be based on Objectives taught and will be cumulative; i.e.:

- Term 1 – Term 1 Objectives
- Term 2 – Term 1 + 2 Objectives
- Term 3 – Term 1,2 + 3 Objectives

It is important that each child is treated as an individual and therefore if they are demonstrating that they have acquired the skill the tracker should reflect that.

This is calculated by the Tracker and so does not affect the teacher and nothing needs to be changed.

Tracking student progress using Objective Trackers

The pupils will be assessed regularly throughout the term against the UK national curriculum objectives or the performance descriptors for their year group. Using the Excel trackers, teachers will assess pupils to find out what they know, what they have understood from a lesson and what we need to teach them next, so assessment will be part of everyday teaching in classrooms.

At each assessment milestone, the teacher will make a judgment about whether each child is on track for meeting or exceeding that objective.

These judgements will be informed by the following:

- Work produced by the pupil in class, reading, writing, and questioning.
- Teachers own professional judgement on the child's ability to perform, based upon a combination of observations, and discussions.
- Outcomes from summative and formative assessments

The language and criteria that we will use are shown in the table below:

Language	Award (Points)
Blank The objective has not been taught	-
Zero The objective has been taught but there is zero engagement or the child is absent.	**0**
Working Towards The objective has been taught, but the child still needs **support** or further scaffolding. Further consolidation is needed.	**1**
Meeting Objective The child can demonstrate the objective **independently** and shows a secure understanding of the objective.	**2**
Exceeding The pupils demonstrate a deeper conceptual understanding of the objectives and are which they can apply to a range of contexts. Can independently apply and explain their work, approaches, and methods at a **greater depth.**	**3**

The following is an example of the criteria you will need to apply:

Zero - 0 A pupil will	**Working Towards - 1** A pupil will	**Meeting Objective -2** A pupil will	**Exceeding - 3** A pupil will
➢ Have been taught this objective ➢ Been given opportunities to develop ➢ Showed no engagement with this objective.	➢ Revisit previous knowledge or skills ➢ Be given opportunities to practice the skills ➢ Show increasing understanding ➢ Frequently be able to apply independently	➢ Achieve or be working at all the objectives ➢ Show a range of evidence from across the curriculum consistently be able to apply independently	➢ Show further evidence of deep understanding ➢ Be able to apply their knowledge across the curriculum without explicit teaching ➢ Aspire to take risks and apply their knowledge and understanding

Reporting to Parents

Parents are kept up-to-date with their child's progress and development. This is done through parent reports and interviews, which take place three times a year, one every term.

During this meeting, parents will have the opportunity to find out what progress their child is making in reading, writing and math and what their next steps are. If parents would like to know this information at other points in the year then they can make a separate appointment with their child's class teacher

Reports:

Below is the subject and grading breakdown:

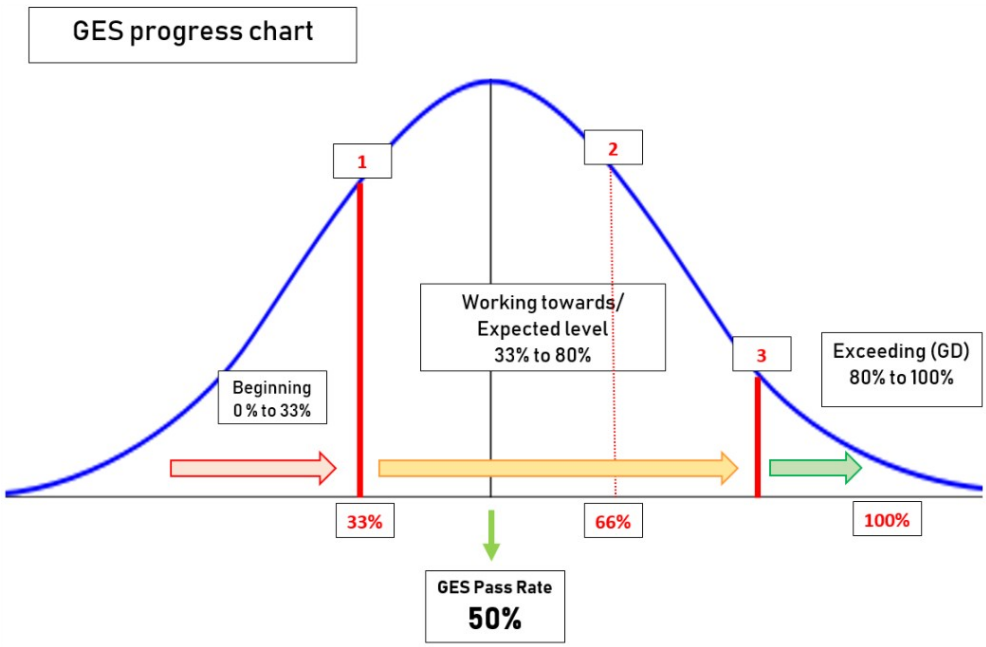
English, Maths, Arabic, Islamic Studies and Qatar History, QH English, ASL

Outstanding	Excellent	Very Good	Good	Satisfactory	Needs Improvement	Unsatisfactory	Requires urgent attention
100% - 91%	90% - 81%	80% - 71%	70% - 61%	60% - 51%	50% - 41%	40% - 31%	30% and below

IPC, IPC Ext, ICT, PE, Music

M	D	B
Mastering Expected Level	Developing Expected Level	Beginning Expected Level

StudentProgress Chart



Secondary School Assessments

Assessment in secondary school plays a vital role in supporting students' academic growth and personal development. It provides a structured approach to measuring progress, identifying strengths and areas for improvement, and setting clear targets for success. Through both formative and summative assessments, we ensure that students are equipped with the skills and knowledge they need to excel in their chosen pathways and prepare for future challenges. These assessments help guide teaching strategies, foster effective communication between teachers, students, and parents, and build a strong foundation for academic achievement.

Formative Assessment
Students are at the center of the assessment process. Our Key Stage 3, 4, AS, and BTEC Levels 2 and 3 students are provided with clear level descriptors and/or assessment criteria for all subjects to actively engage them in their academic progress. They are supported within and beyond the classroom through consistent communication between teachers, students, and parents.
Teachers work closely with students to guide them toward their individual targets, understanding the unique needs and strengths of their classes. Both qualitative and quantitative data are collected and analysed throughout the school year to inform teaching practices and enhance learning outcomes. Lessons are differentiated to address individual needs, with EAL-specific strategies implemented where required. In some areas, classes are set based on ability to ensure tailored support.
Assessment information is systematically recorded, tracked, and utilised by subject teachers or department heads to monitor and support each student's progress effectively.

Summative Assessment
Alongside ongoing formative assessments, students in Key Stages 4 and 5 undertake a variety of summative assessments tailored to their courses and pathways. Students complete termly and/or topic-specific assessments, as well as annual end-of-year exams aligned with their Key Stage curriculum.

Key Stage 3 Assesments
Teachers regularly test students in Key Stage 3 within their subject areas upon the completion of topics and units. Additionally, students are assessed termly to monitor progress, and their grades are shared with parents through reporting cards. In Key Stage 3, students also undertake digital assessments (e.g., STAR Assessments) to evaluate their proficiency in English (reading) and Mathematics. These digital assessments provide valuable data, including an end-of-year measure of attainment, to further inform teaching strategies and ensure effective communication between teachers, students, and parents.

Key Stage 4 Assessment
At Key Stage 4, students are assessed internally using subject-specific exam board criteria, culminating in final external examinations or coursework submissions at the end of Year 11. In addition to these, students are assessed termly to monitor progress, report grades to parents, and identify any learning gaps that can be addressed through targeted intervention.

Students in Years 11 and 12 also complete two rounds of mock examinations. These mock exams replicate the format and conditions of their final external exams, providing students with valuable experience and an understanding of how the final assessments are administered. This process helps them make necessary preparations for their actual exams and boosts their confidence.

For BTEC courses at Levels 2 and 3, coursework is internally verified and assessed by subject teachers. It is then submitted for external moderation and verification by exam board moderators who conduct annual visits. These visits ensure the quality of BTEC course delivery, as well as the accuracy and consistency of marking and feedback provided on students' coursework.

Analysis of Assessment Data

Use of Data
Assessment data is analysed both horizontally and vertically across both Primary and Secondary areas to ensure a comprehensive understanding of student progress. Class teachers consistently evaluate the

performance of their students, utilizing both qualitative and quantitative data to inform and adapt their teaching practices. Individual student progress is closely monitored, with planning, teaching, and interventions regularly updated to meet students' learning needs.

Year Group Leaders, Heads of Department, Learning Coordinators, Curriculum Coordinators (Key Stages 1–4), Head of 6th Form, and Deputy/Assistant Deputy Heads responsible for the curriculum in both Primary and Secondary regularly review termly progress within their respective areas. They ensure that post-assessment action plans are developed for each class and oversee updates to these plans to reflect student progress and outcomes.

In the Secondary School, Learning Coordinators use assessment data to confirm that students are making expected progress across subjects, while HoD's (including Head of 6th Form) collaborate with Deputy Head/Head to analyse this data. The analysis helps evaluate curriculum delivery, make necessary updates, and amend planning through Rubicon Atlas.
Similarly, in the Primary School, Deputy and Assistant Deputy Heads analyze assessment data to evaluate curriculum delivery and track individual, class, year group, and Key Stage progress, ensuring that teaching remains effective and aligned with student needs.

Data Analysis Cycle

<table>
<tr><th>Term</th><th>Month</th><th>Primary (Infants, Juniors, and Bin Omran)</th><th>Secondary (KS3-4) (Termly)</th><th>Sixth Form (Twice a term)</th></tr>
<tr><td rowspan="2">1</td><td>September - December</td><td>DH/ADH analyse and Report on Term 1 data</td><td>Data review by HODs with HOS using agreed, shared format</td><td rowspan="2">End of prior year assessment data
review by HODs with Head of BTEC/AS Co-ordinator/IBDP Co-ordinator, DHs and HoS. Data review shared with all secondary teaching staff. Curriculum issues from assessment data review actioned by HODS and reflected in updated planning.</td></tr>
<tr><td></td><td colspan="2">Class teachers complete post assessment action plans. (Pupil porgress meetings)</td></tr>
<tr><td rowspan="2">2</td><td>Jan - March</td><td>DH/ADH analyse and report on Term 2 data and progress T1 to T2.</td><td>Data review by HODs with HOS using agreed, shared format.</td><td>Post-mock data review by Head of BTEC/AS Co-ordinator/IBDP Co ordinator and interventions put in place for individual students for Term 2.</td></tr>
<tr><td></td><td colspan="2">Class teachers update post assessment action plans.</td><td>Curriculum issues from mock assessment data review actioned by HODs and reflected in updated planning.</td></tr>
<tr><td rowspan="2">3</td><td>April - June</td><td>DH/ADH analyse and report on Term 3 and EOY data and progress T1 to T3.</td><td>Data review by HODs with HOS using agreed, shared format.</td><td rowspan="2">Incoming 6th Form data prepared.</td></tr>
<tr><td></td><td colspan="2">Class teachers review post assessment action plans against</td></tr>
</table>

		EOY attainment.	

Expected Attainment

The school has established clear and robust termly attainment expectations for the core subjects of English and Maths. These expectations are a key part of our assessment policy and are designed to ensure that students make satisfactory progress, enabling them to access and succeed in the curriculum as they move through the school.

Student performance is assessed against these agreed expectations, using both qualitative and quantitative data to identify and address individual learning needs. At the end of each academic year, students are expected to meet the school's benchmark levels for their year group.

For students identified as not being on track to meet the expected standards, Heads of Department (HODs) and Year Group Leaders work collaboratively to develop, implement, and review targeted support strategies. These strategies may include support within the classroom or additional interventions outside of class. Where more specialised support is required, parents are informed, and appropriate interventions are put in place with their consent. These interventions may include learning support for students performing below attainment expectations.

Probation meetings are held each term with parents to review the academic progress of students who are not meeting the expected standards. These meetings evaluate progress using all available assessment data and are focused on ensuring that students receive the necessary support to achieve the required progression.

Students who fail to achieve the required pass grade at the end of the academic year will be advised to either retake an assessment after the summer break or, if no improvement is made, repeat the academic year. By maintaining these high standards and providing tailored support, we aim to ensure that all students are able to meet their potential and succeed in their educational journey.

Entrance and Baseline Testing.

Before being admitted to the school, students are required to complete entrance assessments tailored to their educational stage: Infants, Juniors, or Secondary.
For Infants and Key Stage 1 (KS1), this involves a 1:1 teacher-led evaluation to assess the student's age-appropriate academic abilities. For Key Stages 2 to 4 (KS2–KS4), students undertake a school-administered digital assessment (STAR). These assessments enable the school leadership team to evaluate each application on an individual basis.
In the Secondary School, the assessment data is also used to determine the most suitable set placement for each student, ensuring they are positioned in a learning environment that best supports their progress.

Additionally, assessment data from the end of the previous academic year is utilised as baseline information to set personalised academic targets for each student for the upcoming year.

Target Setting

Every student has an attainment target for the academic year in every subject that they are studying. Attainment targets are set at the beginning of the academic year based on end of prior year data and any additional contextual data. Where a student's attainment target indicates that they will not be able to

meet our agreed school attainment expectations, the appropriate support must be put in place in order for that student to be able to meet agreed academic targets. These students will have and follow an agreed Individual Education Plan (IEP).

Recording and Reporting of Assessment

The school records summative attainment information on (SchoolBase) our school management information system.

We report attainment half termly in the form of a student subject report that is sent electronically to parents. Reports provide attainment data for all areas of the curriculum that a student has covered each half term and in the final term they provide the end of year attainment. Report comments identify targets for the future, refer to supportive evidence and provide a summary of the work that has been undertaken. They also provide an 'attitude to learning' (ATL) grade for each subject along with a Transdisciplinary Skills (TD).

Parent Meetings

Parent meetings take place in all 3 schools, once per term. These meetings take place as a three way conference between teacher, parent, and student. The aim of the meeting is to discuss:

- The student's target level/grade.
- The student's progress to date towards the target level/grade.
- What the student needs to do to improve their work, level of attainment and rate of progress.
- Discuss how achieved targets can be maintained.

Transfer documentation and records

A student's individual record of attainment together with supporting evidence and recent reports should be available to pass on to other educational establishments. Each school has a transfer system whereby individual academic records are moved with the student from one teacher to another at the end of the academic year ready for the start of the next academic year. All recorded attainment data is held centrally on the school MIS system (SchoolBase) to ensure continuity of data from one year to the next.

This policy should be read alongside other policies of the school, in particular:

Behaviour Policy
Learning Support Policy
Teaching and Learning Policy
Primary and Secondary Marking Policies
Reporting to Parents Policy

Admissions Policy
Primary Assessment Policy