



مدرسة الدوحة البريطانية  
DOHA BRITISH SCHOOL

# Assessment Policy



Last Review: September 2021

Next Review: June 2022

Reviewer: Policies Committee





## 1. Purpose

The purpose of this policy is to outline the expectation DBS has around the use of assessment and how this is then reported to all stakeholders.

## 2. Scope

The Assessment and Reporting policy, its processes, and its procedures relate to the education provided or organised by the School. Assessment is part of the Teaching and Learning policy, whole school assessment procedures and marking and feedback. Reporting is how we use this information to keep all stakeholders up-to-date and clear on the progress of individuals and groups.

## 3. Approach

Through this Policy we aim to:

- To raise the standards of achievement throughout the school;
- To maintain accurate records of the progress and attainment of individual children and cohorts;
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child;
- To enable the active involvement of pupils in their own learning;
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils;
- To provide regular information for parents that enables them to support their child's learning;
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment overtime and against national standards.

Within the over-arching themes of assessment and reporting, the principle is a three-tiered approach to the effective use of assessment, assessment data and reporting:

The three tiers are as follows:

| Assessment / Reporting                                                                                                                                        | Used by / for                                                                                                                                            | Reported to                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b><i>In class assessment</i></b> <ul style="list-style-type: none"> <li>• Formative</li> <li>• Summative</li> <li>• Synoptic</li> <li>• Baselines</li> </ul> | Class teachers, Subject Leaders, and Key Stage Leaders to assess the progress made by a student over a period of time.                                   | <ul style="list-style-type: none"> <li>• Students</li> <li>• Middle and Senior Leaders</li> </ul>                    |
| <b><i>Formal/Standardised Assessments</i></b> <ul style="list-style-type: none"> <li>• Mock / Summer Exams</li> <li>• Baseline Assessments</li> </ul>         | Class teachers, Subject Leaders, and Key Stage Leaders to assess the progress made by a student over a period of time but for a specific purpose / need. | <ul style="list-style-type: none"> <li>• Students</li> <li>• Middle and Senior Leaders</li> <li>• Parents</li> </ul> |



|                                                                                                                                                                           |                                                                                                                                                             |                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Suffolk Reading Test</li> <li>• PTM &amp; PTE</li> <li>• CATs</li> </ul>                                                         |                                                                                                                                                             |                                                             |
| <b>Reporting</b> <ul style="list-style-type: none"> <li>• 3 times per year</li> <li>• Clear tracking of progress</li> <li>• Identifying strengths and concerns</li> </ul> | Class teachers, Subject Leaders, and Key Stage Leaders to report the progress made by a student over a period of time to support home school communication. | <ul style="list-style-type: none"> <li>• Parents</li> </ul> |

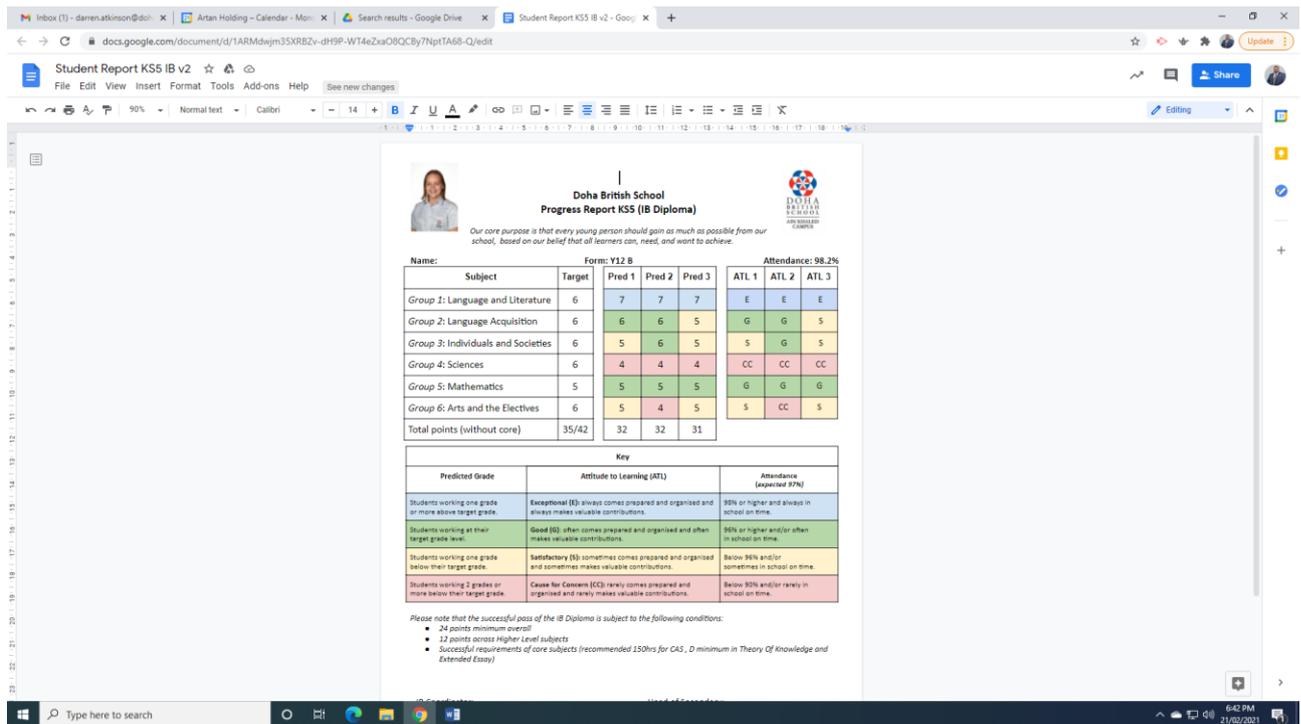
A cycle of planning, teaching, learning and assessing is utilised to support a clear model that helps teachers to use assessment to empower teaching, helping to adjust planning to improve the learning experience of students.

Figure 2



## 4. Reporting

Reporting is completed three times per year, per year group, and is aimed at supporting the home – school communication which is focused around the progress of students across key subject areas. An example of a report can be found below and is consistent across all DBS schools.



## 5. Staff Development and Training

To ensure that all aspects of this policy are effective, staff are training in the use of assessment from their subject leaders with whole school CPD delivered on the impact of effective assessment. Staff who use the data are also supported on the analysis and use of the analysis.

## 6. Calendar

To ensure that all aspects of this policy are effective, each school will have a calendar of dates of which the Assessment and Reporting schedule will be implemented for each year group to support an accurate sharing of information across all stakeholders.

## 7. Assessment Overview

| Year Group | Assessment                      |
|------------|---------------------------------|
| EYS        | One on one assessment           |
| Reception  | One on one assessment           |
| Year 1     | PTE and PTM                     |
| Year 2     | PTE and PTM                     |
| Year 3     | PTE and PTM                     |
| Year 4     | PTE and PTM                     |
| Year 5     | PTE and PTM                     |
| Year 6     | PTE and PTM                     |
| Year 7     | Primary Baseline Data / Testing |
| Year 8     | PTE and PTM                     |
| Year 9     | PTE and PTM                     |
| Year 10    | CATs                            |
| Year 11    | Mocks                           |
| Year 12    | ALIS and Mocks                  |
| Year 13    | Mocks                           |



PTE = Progress Tests in English

PTM = Progress Tests in Maths

CATs = Verbal, Quantitative, Non-Verbal and Spatial Assessment

ALIS = Baseline assessment for Sixth Form



Thank you