



We Instill Today ..
You Reap Tomorrow..

GHERAS INTERNATIONAL SCHOOL

Assessment Policy

2022 - 2023





GHERAS INTERNATIONAL SCHOOL

ASSESSMENT POLICY

2022-2023

GIS Assessment policy and Procedures are a vital part of teaching and learning that forms the basis for teachers' and students' academic and personal development decisions. This Policy directs the school assessments during the academic year, provides instructional guidance for teachers, and provides information about GIS students' overall educational growth process.

PHILOSOPHY

GIS assessment lies at the heart of promoting and evaluating children's learning and progression. It provides a framework within which the school's educational objectives may be set and children's progress expressed and monitored. GIS assessments are done in partnership with the students.

GIS assessment should be incorporated systematically into teaching strategies to diagnose problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from unfairness, stereotyping and generalization regarding gender, class, race, and disability.

GIS considers different assessment tools to ensure that all students are evaluated fairly. Therefore, many formative and summative assessment tools are used throughout the teaching-learning process.

SCOPE

- 1.This Policy specifies the principles that underpin the GIS approach to the assessment lifecycle, as detailed.
- 2.Diverse assessment forms are used throughout the school and vary according to the discipline. This Policy, therefore, aims to provide flexibility whilst ensuring that all assessment meets an agreed set of standards.
- 3.This Policy is public to stakeholders and must be explained to all academic staff at the beginning of each school year.
- 4.This Policy should be reviewed on an annual basis.

OBJECTIVES

- Measure students' personal & academic growth.
- Provide cumulative information on personal & academic growth.
- Reflect upon & evaluate teaching & learning.
- Engage students in their learning & monitor their progress.
- Provide a variety of assessments to encourage student learning.
- Provide a record & acknowledge students' achievements.
- Inform parents, administration & outside agencies of assessment outcomes.

PRINCIPLES OF EFFECTIVE ASSESSMENT

- Show what students know, understand, and can.
- Have criteria that are known and understood in advance.
- Are both summative and formative?
- Are valid, relevant, and reliable.
- Demonstrate mastery and expertise.
- May be open-ended
- Are fair, objective, honest, ambitious, and relevant.
- It may be differentiated.
- Outcomes provide meaningful and understandable information for pupils, parents, teachers, and school leaders.

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- Provide Constructive feedback.
- Inspire more significant effort and a belief that more can be achieved through hard work and practice.

EYFS EARLY YEARS FOUNDATION STAGE

Assessment plays an integral part in helping parents and teachers to recognize children's progress, understand their needs, and plan activities and support. GIS for EYFS stage do not entail prolonged breaks from interaction with children nor require excessive paperwork.

Assessments

On entry

Children should be assessed and observed on entry to school to indicate their learning and development stage. The teacher/teaching assistant in the reception class undertakes this. This is used to inform planning, set targets, and aid early identification of special needs if not identified already (during admission assessment). In addition, an on-entry baseline is conducted for all students within the first weeks of school.

Baseline

During their time in the Early Years Foundation, Stage children are assessed using the Development Matters statements, which detail the key milestones a child should achieve in age bandwidths given in months. This Baseline evaluation is on entry and twice per Term. These assessments are based on the teacher's ongoing observations and assessments in the prime and specific areas of learning:

Prime areas:

- Communication and language
- Physical development
- Personal, social, and emotional development

Specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Formative assessments

formative assessments are used to understand how a student is learning and developing. They occur once every two weeks according to the progress of the subjects. All evidence is kept in each student's progression assessments portfolio. They inform planning so that teachers can meet children's needs and support and extend the learning of all children.

In addition, observations are made on how children engage with other people and their environment – playing and exploring, active learning, and creating and thinking critically – known as the characteristics of effective learning. These characteristics underpin learning and development across all areas and support children to remain effective and motivated learners.

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Baseline for foundation subjects

ICT and Lego education, PE, and Genius minds subjects use their unique baseline as a fixed point of reference that is used for comparison purposes.

EYFS grading criteria

Review questions	Required help	Emerging	Expected	Exceeded
When did they start to demonstrate the skill or knowledge?	It has not been demonstrated	Past Week	Last few weeks	Six weeks or more
In which part of the day did they demonstrate the skill or knowledge?	Only when being assisted by an adult.	In continuous provision in response to an adult directed activity.	Sometimes or in most, child-initiated activities within the continuous provision.	In child-initiated activities within continuous provision.
How often does the child evidence the learning?	Never	Once or twice in limited contexts.	Sometimes or most of the times in a range of contexts.	All of the time in a range of contexts.
How confident is the child?	None	Little confidence	Confidence	Very confidence
How much of the statement is being evidenced in the expected?	None	None	All or most of the statement(s) depict what the child can do.	All of the statements depict what the child can do.

Records and Record Keeping

Teachers use records to review pupils' progress, set appropriate future targets and form the basis of reports. Records are kept in many ways. These include:

- Teacher's plans
- Children's work
- Children's evidence portfolio
- Children's progression assessments portfolio
- Pupils' books and target sheets
- Classroom monitor records
- Formal Communication with parents (meetings, emails, recorded messages, etc.)
- Reports to parents

Reporting

To parents

The academic year is divided into two terms; a student's report card is given to parents once per Term. All report cards are assigned to a parent as hard copies and are available electronically. This Report includes behaviour progression in all areas of development as well as foundation subjects. These reports also have an overall explanation of the student's performance, weaknesses, strengths, skills, and abilities as comments from the Arabic and English teachers.

Parent-Teacher meetings are held twice per Term, totalling four meetings per year. Teachers formally report the student's progression in each session, keeping signed records of the strategic plan and relevant information reported to parents. Parent-Teacher meetings allow parents to discuss the profile with the child's teacher. In addition, teachers make the results of the child's progression available to parents.



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To KS1 teachers

At the end of the reception year, the teacher completes each child's statutory Early Years Foundation Stage (EYFS) Profile. Profile judgements are based on cumulative observational evidence recorded over the year; children do not undergo any tests. The Early Years Foundation Stage Profile (EYFSP) describes a child's level of attainment at the end of the EYFS and identifies their learning needs for the next school stage.

Reporting to the year one teacher, the primary purpose of the EYFS profile assessment is to support a successful transition from the EYFS to year 1. Therefore, at the end of the final year of the EYFS, reception teachers must give year one teacher a copy of each child's EYFS profile.

EYFS teachers are not required or expected to produce written reports for year one teacher beyond these basic requirements. It is, however, crucial that EYFS teachers and year one teachers are given sufficient time to discuss and expand on all the information presented in the EYFS profile to provide the year with one teacher a fully rounded picture of the development of each child. In addition, in cases where children have an outcome at the 'support is required' level, teachers should provide additional information to help the year one teacher plan an effective curriculum.

KS1 & KS2

Types of assessments

Different types of assessment are used to track student progress and improve student learning.

Our scholar year is divided into two academic terms. In each semester, the students undergo the following assessments:

- ◆ Formative Term Assessments
- ◆ Summative Term Assessments

Formative and *Summative* assessments are an integrated system of evaluation, curriculum, and instruction. Both assessments entail integrated components of the more extensive process of learning and are recognized as interrelated and complementary.

The academic year is divided into two instructional Terms, "Term 1 and Term 2". Formative and summative assessments integrate the final grade of each Term. The formative points to evaluate and their value percentage varies depending on the subject. A total of 2 quizzes and two final exams are held for the summative assessment per year and subject.

The formative and summative assessments' percentage value varies according to each subject, and grades can also vary in each Term according to the class and subject needs.

◆ FORMATIVE ASSESSMENTS

Formative assessments monitor our student learning to provide ongoing feedback to improve their development. Our formative assessments aim to:

- Help students identify their strengths and weaknesses and target areas that need work.
- Help faculty recognize where students are struggling and address problems immediately.

Formative Semester Assessments are conducted throughout the semester for all the subjects. We employ various tools and methods for obtaining information about what has been learned: *projects, classwork, enquiries, presentations, journals, homework, Behaviour, participation, etc.*

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Our formative assessments are more informal in nature but must also serve as valid indicators of our student performance.

Formative assessments evidence relies on the tethers as records, files, or portfolios.

◆ **SUMMATIVE TERM ASSESSMENTS**

Summative assessments are conducted twice per Term in the form of **Quizzes**, and towards the end of the semester for all the subjects except art; these last ones are also called **Final Term Assessments**. Our summative assessment aims to evaluate student learning at the end of an instructional term; they provide valuable information about our pupil's overall performance, progress and achievement in the knowledge and skills in a particular subject of learning and understanding.

Parents will be informed about the week of *Summative assessments* and should be kept informed that the school is responsible for conducting all the necessary revisions.

Formative Assessments & Summative assessments are equally important as they evidence the student's integral development that cannot be evaluated with a single evaluation instrument. Therefore, we emphasize that the obtained grade in an exam is not and cannot be the only way to show your child's knowledge and performance.

Reporting

Parents will receive a report after each Quiz Period, which means twice per year. All report cards are also available electronically. This Report will only highlight the Behaviour and the Quiz Grade (summative evaluation), but it should be taken into consideration that this evaluation only corresponds to a minimum percentage of the final grade term.

By the end of each Term, students will receive a report highlighting their academic performance in all introduced areas. An Overall of Formative and Summative assessments, the Final Term Grades boundaries per subject, lifelong learning skills, students' performance as comments from the Arabic and English teachers, and behavior will show up on this report card to ensure that parents are fully aware of their children's achievement.

The second Term Report Card will include the First Term results as a comparison, and this report card also works as the Final Year Report Card to understand the breakdown of every subject area.

This second Report will also include a yearly average for all subjects and it will also indicate whether the student is promoted or will undergo re-sit exams, or will repeat the same year level in case of failing in more than 3 subjects or failing the re-sit exams (Refer to the School Retention Policy).

The Report will also include a "lifelong learning skills" development evaluation to ensure that we simultaneously cater to students' academic achievement and social development.

GIS understand the concept of Behaviour as *a student's performance while following school rules and instructions, accepting responsibility for own actions, displaying good manners and performing the GIS core values emphasizing respect and courtesy*. Although behaviour occurs within a particular context, the student's behavior is reported each Term per subject, GIS uses its achievement scale (Refer to GIS Behavior Policy).



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Mark distribution per Term

subject	Term 1 50%		Term 2 50%	Final Year Average Grade 100%
	Formative % (the percentage value varies depending on each subject)	Summative % the percentage value varies depending of each subject	Same as Term1	
	Components of the assessment varies depending on each subject	Components of the assessment: Quiz Final exam	Same as Term1	

Art Long learning skills Behaviour	The students' Skill Progression is evaluated with an achievement scale, and no grades are reported. <i>Excellent, good, in progress; support is required.</i>
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Mark distribution per subject

English

FORMATIVE 50%	SUMMATIVE 50%	TERM GRADE 100%
Spelling – 10% Homework – 10% Oral – 10% Reading - 10% *Classwork– 10%	Quiz – 20% Final term exam – 30% Abilities graded in quizzes and final term exam: Writing, Use of English, Reading, Spelling	

Science

FORMATIVE 50%	SUMMATIVE 50%	TERM GRADE 100%
Project – 15% Homework – 10% Classwork – 15% Laboratory – 10%	Quiz – 20% Final term exam – 30%	

Math

FORMATIVE 50%	SUMMATIVE 50%	TERM GRADE 100%
Tests and others – 25% Homework – 10% Classwork – 15%	Quiz 1 – 20% Final term exam – 30%	

Arabic

FORMATIVE 50%	SUMMATIVE 50%	TERM GRADE 100%
Reading – 15% Oral – 10% Homework – 15% Classwork – 10%	Quiz – 20% Final term exam – 30%	

Quran

FORMATIVE 30%	SUMMATIVE 70%	TERM GRADE 100%
Classwork – 30%	Quiz – 30% Final term exam – 40%	

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Islamic Studies

FORMATIVE 30%	SUMMATIVE 70%	TERM GRADE 100%
Classwork – 20% Homework – 10%	Quiz – 30% Final term exam – 40%	

Qatar History

FORMATIVE 40%	SUMMATIVE 60%	TERM GRADE 100%
Classwork – 15% Project – 25%	Quiz – 20% Final term exam – 40%	

French

FORMATIVE 30%	SUMMATIVE 70%	TERM GRADE 100%
Classwork – 10% Homework – 10% Oral – 10%	Quiz 1 – 30% Final term exam – 40%	

ICT

FORMATIVE 60%	SUMMATIVE 40%	TERM GRADE 100%
Classwork – 60%	Quiz 1 – 20% Final term exam – 20%	

PE

FORMATIVE 80%	SUMMATIVE 20%	TERM GRADE 100%
Classwork – 80%	assessment 1 – 10% final assessment – 10%	

*CLASSWORK EVALUATION

- All subjects evaluate classwork.
- It is the teacher's responsibility to keep records of the student's performance during the class; these records are needed to justify the assigned classwork grade to the students.
- Classwork is evaluated strictly following GIS classwork tool.
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Targeted standards to be evaluated in classwork.

- Demonstrate organizational skills.
- Is responsible for materials given and cherishes.
- Work is neat and accurate.
- Work and tasks are accomplished on time effectively.
- Participate actively, showing interest in learning.
- Listen when the teacher and others are talking.
- Follow school rules and instructions.
- Display good manners performing the essential values of respect and courtesy.
- Is tolerant and sensitive to the feelings and ideas of others.
- Has a good sense of teamwork, working and playing cooperatively.
- Demonstrate ambition through perseverance.
- Individual improvement is visible.

Students' self-evaluation

When students are collaborators in assessment, they develop the habit of self-reflection. They learn the qualities of good work, how to judge their work against these qualities, how to step back from their work to assess their own efforts and feelings of accomplishment, and how to set personal goals. These are qualities of self-directed learners, not passive learners.

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By providing practice in self-assessment, students learn that assessment is not something apart from learning or something that is done to them, but a collaboration between teachers and students and an integral part of how they learn and improve.

External evaluations

External assessments are given at GIS to provide students and their parents with additional, objective information about their learning and progress. Results of external assessments are not incorporated into a student's course grades or his/her report card. This information is only provided to students and parents as additional information and is presented following the external assessment agencies' policies and national testing procedures and guidelines.

Quizzes and Term final assessment criteria

❖ QUIZZES

**IT IS MANDATORY TO USE THE QUIZ FORMAT
EACH EXERCISE SECTION MUST SHOW THE VALUE OF POINTS
THE INSTRUCTIONS MUST BE NUMBERED AND BOLD MARKED**

- A quiz is a short test, and it does not have as much impact on the student's grade as an exam.
- Quizzes intend to demonstrate the student's understanding throughout specific units.
- It is not cumulative.
- It lasts a maximum of 30min
- Quizzes are heavy in multiple-choice, true-false, and sometimes fill-in-the-blank questions.
- They don't often have interpretive questions.

❖ TERM FINAL ASSESSMENT

**IT IS MANDATORY TO USE THE FINAL ASSESSMENT FORMAT
EACH EXERCISE SECTION MUST SHOW THE VALUE ON POINTS
THE INSTRUCTIONS MUST BE NUMBERED AND BOLD MARKED**

- Has much impact on the student's grades.
- Intends to demonstrate the student's understanding throughout all the units studied during the Term.
- It is a cumulative assessment.
- It lasts a maximum of 60min.

REVISION SHEETS

- are given to the students before the Final Term Exams.
- Must be given with previous authorization on established dates.
- Must be answered in the school, with the teacher's supervision.
- Must be corrected and signed by the teachers; it is the teacher's responsibility to verify that revision sheets are answered correctly.
- Must follow the established format.



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<p>Date August 2022</p>	<p>Analyzed and prepared: Dr. Yulotli Pervill School Principal</p> <p>Coordinators Arabic Math English</p>	<p>Reviewed and authorized: Mr. Ramy Fathy School CEO</p>
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