

S P E C T R A

GLOBAL SCHOOL

مدرسة الأطياف العالمية

Assessment & Reporting Policy  
2020/2021

### **Vision Statement:**

To be a welcoming and diverse international school that nurtures students to acquire, articulate and establish the necessary skills and knowledge to become a citizen in a global environment.

### **Mission Statement:**

To create an inclusive environment of responsibility, respect and tolerance, based on Qatari values, for all members of the school community. To deliver an in-depth consistent learning program, which provides opportunities to display their learnings.

### **Objectives:**

1. To enable students to think critically to explore and analyse the possible solutions in curriculum as well as living.
2. To get an understanding of Scientific, Mathematical, Linguistic, Performance and Visual Artistic skills through Emotional skills and improvise them.
3. To work towards progress and attainment in curriculum and life.
4. To learn to accept diversity and differences, develop tolerance and respect towards any culture, traditions, practices, race, religion, ethnicity, language, gender and individuals.
5. To grow sustainable development with empathy and leadership.

# Roles and Responsibilities

## Principal

It is the Principal's responsibility to ensure that this policy is fully implemented within the School.

## Middle Leaders:

### Foundation Stage Lead

### Key Stage 1 Lead

### Key Stage 2 Lead

### Arabic & Islamic Lead

### Qatar History Lead

The staff listed are responsible for implementing and monitoring the Marking and Feedback Policy across their departments.

- this policy is implemented effectively within their school section
- consistent, best practice expectations and standards for marking and presentation are implemented, communicated and monitored across their school section

- **Key Responsibilities:**

Preparing termly and annual calendars for activities.

These will include scheduled dates for:

- a) CPD training for relevant staff on rationale and expectations of effective feedback and marking.
- b) Various work scrutinies, sampling, moderation of and feedback on teacher marking and student work samples by teacher and department
- c) Liaison with key staff.
- d) Scrutiny of evidence records for all relevant staff with related feedback

- Reporting on Marking & Feedback activity outcomes
  - Identifying best practice and support for staff

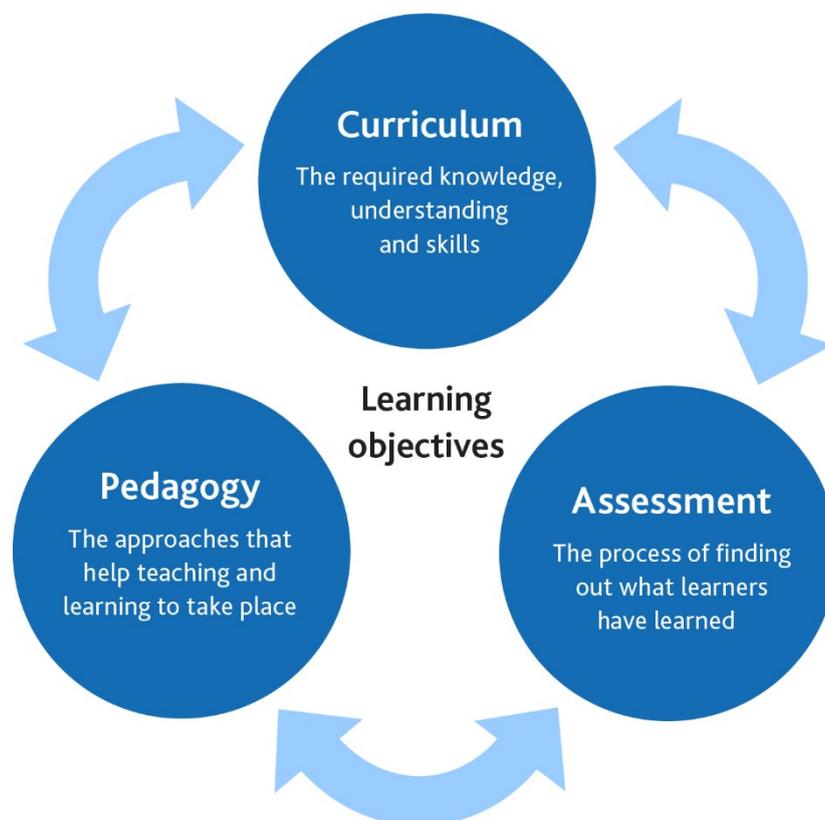
## Teachers

- It is the responsibility of all teaching and academic support staff to familiarise themselves and comply with this policy.
- All teaching staff are required to mark/ evidence feedback for student work on a frequent basis. This should be at least twice-weekly and preferably before the next lesson/ student interaction for those who wish to be considered Outstanding.
  - In addition to marking, teachers will employ a range of strategies to review and feedback on student progress and attainment towards meeting the learning objectives.
- All marking should focus on formative feedback, what was successful and why, and what students need to do to improve in the future.

All teaching staff are required to formally assess and report at the end of each term; December, April & June.

## Assessment & Reporting Process Overview

1. We begin with the Cambridge Primary and EYFS Programmes of Study
2. We follow the MOEHE curriculum for Arabic, Islamic and Qatar History subjects
3. Programmes of Study are broken down into Curriculum Framework
4. The Curriculum Framework is broken down into Learning Objectives.
5. The students current standing/ Starting point is identified via robust Baseline Testing
6. The students End of Year Target is identified
7. Teachers work through the Units to deliver comprehensive differentiated teaching & learning of which supports students in achieving their targets
8. Assessment takes place formatively; on a day to day basis, and summatively by End of Units tests and end of term tests.
9. The Results of summative assessment inform us about the Progress & Attainment students have made
10. Reporting on Progress and Attainment
11. Teachers use the assessments from the Cambridge Primary for the end of unit tests, and also the progression tests to source their questions.
12. Year 3 to Year 6 students are given Cambridge progression tests at the end of the Academic Year.
13. Year 6 Students are given the CIE Checkpoint Examination, which is an external examination that is assessed in Cambridge, UK.



## **1. Spectra Global School Vision for Assessment**

Assessment is at the heart of the educational process, an essential part of teaching and learning and central to our curriculum. It is the process by which we identify whether students' learning has been successful and whether teaching has been effective. Assessment informs all stakeholders in the Teaching and Learning process; teacher, students, parents and managers.

Spectra Global School employs a range of assessment tools to ensure that effective assessment is embedded in the teaching and learning process. A wide range of formative and summative assessment tools are used throughout the teaching cycle. We consider formative assessment to be highly effective in developing students learning and promoting progress. Summative assessments are formal tests/exams in which we formally test the level of student understanding of the learning which has taken place.

## **2. Aims and Purposes of Assessment**

Assessment is an essential part of learning and should be central to the School's curriculum. It is the process by which we identify whether an individual's learning has been successful and whether our teaching has been effective. Without assessment, learning cannot be judged.

Recording and reporting of assessments are vitally important. Students need to be aware of how well they are doing in school. They need to know how well they are performing in relation to their potential; what level they are working at and what they need to do in order to improve and move on to the next level. Parents also need to know how well their child is progressing and developing. Assessment is therefore at the heart of the educational process.

## **3. Our commitment**

To achieve our aims, assessment practice in our school adheres to the Ten Principles for Assessment for Learning set out by the Assessment Reform Group (2002). The Principles which govern Assessment for Learning in our schools are as follows:

*Assessment for learning should be part of effective planning of teaching and learning*

A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned.

*Assessment for learning should focus on how students learn*

The process of learning has to be in the minds of both learner and teacher when assessment is planned and when the evidence is interpreted. Learners should become as aware of the 'how' of their learning as they are of the 'what'.

*Assessment for learning should be recognised as central to classroom practice*

Much of what teachers and learners do in classrooms can be described as assessment. That is, tasks and questions prompt learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted, and judgements are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve both teachers and learners in reflection, dialogue and decision making.

*Assessment for learning should be regarded as a key professional skill for teachers*

Teachers require the professional knowledge and skills to: plan for assessment; observe learning; analyse and interpret evidence of learning; give feedback to learners and support learners in self-assessment. Teachers should be supported in developing these skills through initial and continuing professional development.

*Assessment for learning should be sensitive and constructive because any assessment has an emotional impact*

Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give. Comments that focus on the work rather than the person are more constructive for both learning and motivation.

*Assessment for learning should take account of the importance of learner motivation*

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in areas where they have been made to feel they are 'no good'. Motivation can be preserved and enhanced by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.

*Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed*

For effective learning to take place learners need to understand what it is they are trying to achieve and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

*Learners should receive constructive guidance about how to improve*

Learners need information and guidance in order to plan the next steps in their learning. Teachers should:

- pinpoint the learner's strengths and advise on how to develop them
- be clear and constructive about any weaknesses and how they might be addressed
- Provide opportunities for learners to improve upon their work.

*Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing*

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

*Assessment for learning should recognise the full range of achievements of all learners*

Assessment for learning should be used to enhance all learners' opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and to have their efforts recognised.

These 10 principles will underpin the learning and teaching pedagogy at the School, and staff will receive appropriate training and support to ensure that they understand the principles and are able to put them into practice in their classrooms. In addition to our assessment for learning we also conduct formal summative assessment (assessment of learning)

### *In Summary*

In order to achieve our aims, assessment practice in our schools will:

- Provide information which identifies progression in learning through our Curriculum Programmes of study. (EYFS, and Primary Curriculum Policies)
- Provide information for target setting for individuals, groups of learners; Year Groups and Schools
- Share learning goals with children
- Involve children in self-assessment
- Support students to know and recognise their goals
- Assess all subjects every semester using a common format and make relevant comments about students' progress
- Inform parents and other interested parties of children's progress
- Identify children for intervention and adjust plans to meet the needs of the students, differentiating objectives and success criteria.
- Raise standards of Teaching and Learning
- Incorporate both formative and summative assessment opportunities in medium- and short-term Teaching and Learning planning
- Ensure students are aware of the learning objectives and encourage them to evaluate their progress so as to set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the students so that they are involved in the process
- Ensure work is marked in a constructive and informative manner
- Regularly complete critical self-evaluation and review practice in our school.

#### 4. Forms of assessment

Spectra Global School employs a number of different forms of assessments integral to learning and teaching. These different forms of assessment enable teachers to gain knowledge about their students' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every student.

- **Baseline assessments**- This provides information about students' performance on entry to a year group
- **Formative**- This is the ongoing process in which a student's positive achievements can be recognised, discussed and recorded. It is used by teachers, together with the student, to plan the next appropriate stage of learning.
- **Diagnostic** - This form of assessment identifies learning difficulties and is used to ensure that appropriate help and guidance is provided.
- **Summative** - This provides a picture of the overall achievement of a student at the end of a particular stage/ phase/ year etc. It allows teachers to make overall judgements based upon evidence gathered through formative assessments over an extended period of learning.
- **Predictive**- This provides an indication of a student's aptitude and potential and enables the school to set target grades.

## **5. The purpose of assessment for Stakeholders**

### **Students**

The purpose of assessment for our students is:

- To identify particular strengths and areas for development and enable differentiated work to be developed for the individual student.
- To measure the progress and attainment of students.
- To help students take responsibility for their own learning and encourage discussions with teachers about their progress against targets.
- To enable students to have a clear understanding of their progress in all subject areas.
  
- To record achievements and experiences both in and outside school, which builds a whole picture, so that detailed and accurate records are kept for each student.

### **Staff**

The purpose of assessment for our staff is:

- To use assessment which will inform effective lesson planning.
- To inform our planned learning outcomes for lessons.
- To enable staff to feedback to students on progress and to record achievement gained by students.
- To ensure continuity and progression across all key stages and to make sure that work given to newly arrived students is sufficiently challenging for them.
- To make the statutory target setting procedures more accurate.
- To enable different groups of students' progress to be monitored closely.
- To enable teachers to set specific targets for the students they teach.
- To enable departments to set targets for their subject area.
- To enable underperforming students to be identified quickly and intervention put in place.

### **Parents and the wider community**

The purpose of assessment for parents and the wider community is:

- To regularly inform parents of their child's progress and achievement
- To provide employers, relevant governmental entities and other schools, with an accurate record of each student's positive attainment.

## 6. Assessment Intervals

In EYFS there are a total of four Assessment tracking points in the year: September (Baseline), December (End of Term 1), March (End of Term 2), and June (End of Term 3).

There are 3 terms in the Academic Year. Accordingly, there are two points in each term where assessments is given in the Primary School. The exception being the first term, where students are given an initial Baseline assessment, giving a total of 7 assessment points in the year. Year 6 will have 8 assessment points, which includes the external CIE Checkpoint Examination.

Below is the overview of when the assessments take place over the course of the Academic Year.

The dates of the End of Term Assessments are detailed in the school's Academic calendar which is published in June each year and available on the school website.

Key Stage:	Assessment:	When?
EYFS	Baseline	September
	End of Term 1 Progress	December
	End of Term 2 Progress	March
	End of Term 3 Progress	June
Primary, Year 1 to Year 6 Students	Baseline	September
	End of Unit Tests	October
	End of Term 1 Assessment	December
	End of Unit Tests	February
	End of Term 2 Assessment	March
	Year 6 Checkpoint Examinations	April
	End of Unit Tests	May
	End of Term 3 Assessment	June

## **7. How Assessments are recorded?**

Work in exercise books and digital resources are marked regularly and teachers maintain clear records of students' work. They provide students with written and oral feedback about their work. This indicates whether students have had difficulty accessing learning objectives and provides students with next steps.

- Assessments are recorded in teachers' mark books/Department spreadsheets and on Classroom Monitor Assessment and Progress Tracking software
- Younger students in EYFS Nursery and Reception classes are also assessed through observation of their developing skills, recorded in online portfolios using Evidence Me and on Classroom Monitor software applications.

Projects and test marks check how well students have understood a topic and are recorded in spreadsheets and Classroom Monitor.

## **8. How assessments are reported to parents**

Students' progress and attainment are reported to parents in the following way:

1. Parent Teacher Orientation Messages through ClassDojo in September
2. Face to face, Parent Teacher Meeting in October
3. End of Term 1 Report emailed to all Parents in December
4. Face to face, Parent Teacher Meeting in February
5. End of Term 2 Report emailed to all Parents in April
6. Face to face, Parent Teacher Meeting in May
7. End of Year Report emailed to all Parents in June
8. Parent Mornings/ Portfolio days

Parents' Teacher Meetings are important because they give parents an opportunity to discuss what their child is doing at school and how they are getting on. These also give parents the opportunity to cover any issues they may want to talk about with their child's teacher, or each subject teacher.

Three formal Parents Evenings are held each academic year. The dates of these are detailed in the school's Academic calendar which is published in June each year and available on the school website.

Overview of the Assessment breakdowns in each subject. The same breakdown is used at the end of each Term assessment and the End of Year report shows all three assessment marks on one report.

Samples of EYFS, Termly and End of Year Reports are also given in this policy.

A general comment for each term is given at the end of Term 1 and Term 2 reports. These include targets for the students to work on.

The end of year report has comments for all subjects.

### Assessment Breakdown % for Term 1, Term 2 and Term 3

Subject	Assessment Focus	%Weight
English	Spelling	60
	Oral	
	Comprehension	
	Homework	
	Participation/Classwork	
	End of Unit Tests	
	End of Term Test	40
Maths	Mental Math	60
	Homework	
	Participation/Classwork	
	End of Unit Tests	
	End of Term Test	40
Science	Project	60
	Quiz	
	Homework	
	Participation/Classwork	
	End of Unit Tests	
	End of Term Test	40
Arabic	Spelling	60
	Comprehension	
	Homework	
	Participation/Classwork	
	End of Unit Tests	
	End of Term Test	40
Islamic	Oral	60
	Homework	
	Participation/Classwork	
	End of Unit Tests	
	End of Term Test	40
Qatar History	Project	60
	Participation/Classwork	
	End of Term Test	40

Subject	Assessment Focus	%Weight
Art	Participation/Classwork	10
	Project	90
Humanities	Project	60
	Participation/Classwork	
	Quizzes	40
French	Project	60
	Participation/Classwork	
	Quizzes	40
Computing	Participation/Classwork	40
	Project	60
PE	Participation	40
	Assessments	60

### Reporting on Progress

Throughout the year, students are marked against the learning objectives taught in Classroom Monitor. At the end of Term 1 and Term 2, students are given a mark on each subject, to gain an idea on how well they are progressing.

This is reported in the Term 1 and Term 3 reports as:

NM – Not Met

PT – Progressing Towards

WA – Working At

WB – Working Beyond

**EYFS End of Year Report Card for Academic Year 2019-2020**

18<sup>th</sup> June 2020

Dear Parents,

It is always a pleasure to write to you at the end of every term and celebrate your child's successes with you. Please find attached a copy of your child's **End of Year Report Card**. This is the final report for this Academic Year.

The key areas are:

1. This report is an indication of your child's progress in relation to the whole year. We use Classroom Monitor to track your child's progress throughout the year.
2. Student Outcomes are reported in Months, not Years. Their results are reported as **Emerging**, **Developing** and **Secure**.
3. A score between 1 and 5 has been given to your child for Effort, Behaviour and Attendance.

Barriers to Learning Key	
1	Excellent
2	Good
3	Satisfactory
4	Needs improvement
5	Cause for concern

You will also find a key explaining the different terminology after the End of Year Report Card and in the Assessment FAQ's. The FAQ's can be found on the school website: [www.spectraschools.com/parents](http://www.spectraschools.com/parents)

The school start date for the next academic year will be **Tuesday, 1st of September 2020**. More information will be shared with you all in August.

We wish you and your child a restful summer break.

Yours sincerely,



Sameer Aziz  
Principal

**EYFS End of Academic Year 2019/2020 Report**

<b>Pupil:</b>		<b>Class Teacher:</b>	Hannah Hussein
<b>Class:</b>	Fs1a	<b>Attendance:</b>	91%

**Personal Social and Emotional Development**

Self Confidence & Self awareness	30-50m Sec
Managing feelings and behaviour	30-50m Sec
Making relationships	30-50m Sec

**Physical Development**

Moving & Handling	30-50m Sec
Health & self care	30-50m Sec

**Communication & Language**

Listening & attention	30-50m Sec
Understanding	30-50m Sec
Speaking	30-50m Sec

**Literacy**

Reading	30-50m Sec
Writing	30-50m Sec

**Mathematics**

Numbers	30-50m Sec
Shape, space and measures	30-50m Sec

**Understanding The World**

People & communities	30-50m Sec
The World	30-50m Sec
Technology	30-50m Sec

**Expressive Arts & Design**

Exploring and using media and materials	30-50m Sec
Being Imaginative	30-50m Sec

**Arabic**

Secure

**Islamic**

Secure

Barriers to Learning					
Effort	1	Behaviour	1	Attendance	2

General Comment
is a very well-behaved student and always acts in a sensible manner. She is always helpful, considerate and polite towards other children and adults. She is sometimes shy but is becoming more confident in expressing her needs. She has done very well this year. She should practise reading simple words and adding\taking away one up to 10. I wish her all the best for next year!



**Principal**



**School Stamp**

EYFS Report Key EXAMPLE:

Terminology Symbol	What does it mean?
(30-50m or 40-60m) Eme, Emerging, working with help.	Child is able to work with scaffolding and prompts, at this point in the year.
(30-50m or 40-60m) Dev, Developing, working with some help.	Child is working independently with little scaffolding, at this point in the year.
(30-50m or 40-60m) Sec, Secure, Meeting Expectations.	Child is able to work with minimal scaffolding and prompts and they are beginning to use and apply their knowledge, at this point in the year.
<b>*Foundation Stage 2 ONLY*</b> <b>ELG Em (Emerging), ELG Dev (Developing) or ELG Sec (Secure)</b>	Early Learning Goal (ELG) is the standard that a child is expected to achieve by the end of their foundation year in order to meet the standards for their age.

\*30-50m / 40-60m – Indicates the range in months.

Students in the Foundation Stage are assessed in relation to their development in terms of months not years.

Pupil	
Teacher	Hannah Hussein
Class	Fs1a

Learning Area	Teachers Comment
<b>Personal Social and Emotional Development</b>	can usually adapt her behaviour to different events, social situations and changes in routine. She can select and use activities and resources with help. She enjoys the responsibility of carrying out small tasks.
<b>Physical Development</b>	can often hold her pencil near the point between her first two fingers and thumb and use it with good control. She can often run skilfully and negotiate space successfully, adjusting her speed or direction to avoid obstacles. She can often copy some letters, e.g. letters from her name.
<b>Communication and Language</b>	is able to follow directions if not intently focused on her own choice of activity. She is beginning to understand 'why' and 'how' questions. She has started to use vocabulary focused on objects and people that are of particular importance to her.
<b>Literacy</b>	joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. She knows information can be relayed in the form of print. She gives meaning to marks as she draws and paints.
<b>Mathematics</b>	shows interest in shape by sustained construction activity or by talking about shapes or arrangements. She can often recite numbers in order to 10. She matches numeral and quantity correctly. She is beginning to represent numbers using fingers, marks on paper or pictures.
<b>Understanding The World</b>	remembers and talks about significant events in her own experience. She knows that information can be retrieved from computers. She can talk about some of the things she has observed such as plants, animals, natural and found objects.
<b>Expressive Arts &amp; Design</b>	captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. She sings to herself and makes up simple songs. She explores colour and how colours can be changed.
<b>Arabic</b>	هلبة مهذبة، مجتهدة، رقيقة تلتزم بالأداب الصفية مستمعة جيدة، تتميز بالمشاركة الفعالة الجيدة، حققت تقدم خلال هذا العام الدراسي حيث تطوّرت مهاراتها القرآنية والكتابية، تستطيع الآن قراءة بعض الحروف الهجائية وتمييزها في الكلمات، تربط بين الحرف والصورة. تحفظ الأناشيد وتردها بشكل جيد وتستمتع بمشاهدة القصص المصورة من الحاسوب، كما تعلمت الأرقام والعد للوصول لرقم عشرين، أيضاً تعلمت تمييز الوقت والهوايات وأسماء محتويات المدرسة، أنصحها بالمتابعة في قراءة وكتابة الحروف الهجائية للوصول للأفضل بارك الله فيك يا هيا وزادك علماً وخلقاً وأدباً
<b>Islamic</b>	طالبة مُهذّبة ومتميزة تُظهِر احتراماً والتزاماً في حصة التربية الإسلامية وتتحلى بالخلق الحسن ولديها القدرة على المشاركة الصفية الجيدة بالإضافة إلى تواصلها الجيد مع أقرانها، كما أنها تبذل مجهوداً جيداً في حفظ السور القرآنية والأدعية المقررة عليها، كما أن لديها معرفة جيدة بمعظم الأذكار المتعلمة، وتعلمت أركان الإسلام وسيرة محمد (صلى الله عليه وسلم) من خلال الأناشيد الإسلامية، أنصحها بتطبيق الأدعية والأذكار المتعلمة والاستمرار في حفظ السور القرآنية، بارك الله فيك يا هيا وجعلك من حفظة كتابه الكريم

## **Term 1 Progress Report Card for Academic Year 2019/2020**

17<sup>th</sup> December 2019

Dear Parents,

Welcome to the electronic reporting system at Spectra Global School.

The key areas are:

1. We use classroom monitor to track your child's progress throughout the year. This is reported in the first column as NM, PT, WA, WB. Please remember that in most subjects, 1/3<sup>rd</sup> of the total outcomes have been taught.
2. The attainment mark is based upon Unit Tests, Projects and Assessments for the objectives covered in Term 1.
3. In order to give you a glimpse of where your child is at in relation to what has been taught this term, we use a Bronze, Silver or Gold Award in terms of the attainment mark.

On the last page you will also find a key explaining the different terminology of Term 1 progress.

We wish you and your child a restful Term 1 Break and look forward to seeing you all at the beginning of Term 2, on Sunday 5<sup>th</sup> January 2020.

Yours sincerely,

Spectra Global School

## Term 1 Assessment Report for Academic Year 2019/2020

<b>Student Name</b>					
<b>Teacher</b>	Yasmeen Dalvi	<b>Class</b>	4a	<b>Term 1 Attendance</b>	93%

Subject	Term 1 Progress	Term 1 Attainment Mark	Term 1 Award
English Writing	4 WA	75%	Silver
English Reading	4 PT		
English Speaking & Listening	4 WA		
Math	4 PT	66%	Silver
Science	4 WA	85%	Gold
Arabic	WA+	92%	Gold
Islamic Studies	WA+	91%	Gold
Qatar History	WA	80%	Silver
Computing	3-4 PT	85%	Gold
French	3-4 PT	56%	Silver
Art	3-4 PT	82%	Silver
Humanities	3-4 WA	87%	Gold
PE	3-4 PT	76%	Silver
Swimming	4 WA	86%	Gold

English Writing Level	Barriers to Learning					
4E	<b>Effort</b>	2	<b>Behaviour</b>	1	<b>Attendance</b>	2

**General Comment:**

is always polite and friendly and gets on well with everyone. She has a large circle of friends and is both liked and well respected by the class. She takes pride in her work and always presents it neatly.

In Math, she needs to try to solve multi-step word problems and revise all concepts taught so far.

In English, to advance further she needs to read regularly in order to develop better vocabulary and start using it in her writing tasks.



## Primary Progress Key Example

The number indicates the Year that child is registered in, e.g. 2 is Year 2.

Terminology Symbol (example)	What does it mean?
Not Met (2 NM)	Child has not met the Outcomes in Year 2 yet.
Progressing Towards (2 PT or 2 PT+)	Child currently is able to work with scaffolding and prompts in Year 2.
Working At (2 WA or 2 WA+)	Child is currently working independently with little scaffolding and prompts in Year 2.
Working Beyond (2 WB)	Child is currently able to work with minimal scaffolding and prompts and they are able to use and apply their knowledge in Year 2.

**Bronze / Silver / Gold Awards** indicate the attainment progress of students in Term 1, in relation to the outcomes taught in Term 1.

## Reporting on Writing Ability

Teachers will report back to the school/student/parent on the ability of the student through use of the Ros Wilson – Standards for Writing Assessments, which identify the standards met/achieved by the child.

Standard achieved	What this means
1	Child is working within the standards set for this year group (Year 1)
1E	E = Emergent (Child is beginning to develop the skills needed to work within the standards of the year group identified – Year 1).
1S	S = Secure (Child is working comfortably within the standards of the year group identified).
1A	A = Advanced/Exceeding (Child is performing well within the standards of the year group identified and is almost able to work within the standards set for the next year above).

## Primary End of Year Report Card for Academic Year 2019/2020

Dear Parents,

Please find attached a copy of your child's end of year report card. This is the final report for this Academic Year.

The key areas are:

1. Attainment score for Term 1 and Term 3 are shown as a percentage %.
2. End of Year award (Bronze, Silver or Gold) is based on Term 3 scores for each subject.

Subject Score	Award Given
0% - 44%	Bronze
45% - 84%	Silver
85% - 100%	Gold

3. The attainment score is based upon Unit Tests, Projects and Assessments for the objectives covered in each term.
4. A score between 1 and 5 has been given to your child for Effort, Behaviour and Attendance.

Barriers to Learning Key	
1	Excellent
2	Good
3	Satisfactory
4	Needs improvement
5	Cause for concern

### 5. Reporting on Writing Ability

Teachers will report back to the school/student/parent on the ability of the student through use of the Ros Wilson Standards for Writing Assessments, which identify the standards met/achieved by the child.

Standard achieved	What this means
1	Child is working within the standards set for this year group (Year 1)
1E	E = Emergent (Child is beginning to develop the skills needed to work within the standards of the year group identified – Year 1).
1S	S = Secure (Child is working comfortably within the standards of the year group identified).
1A	A = Advanced/Exceeding (Child is performing well within the standards of the year group identified and is almost able to work within the standards set for the next year above).

The school start date for the next academic year will be **Tuesday, 1st of September 2020**. More information will be shared with you all in August. We wish you and your child a restful summer break.

Yours sincerely,



Mr Sameer Aziz  
Principal

## End of Academic Year 2019/2020 Report

<b>Student Name</b>					
<b>Teacher</b>	Khalida Khokar	<b>Class</b>	5a	<b>Term 3 Attendance</b>	99%

Subject	Term 1 Attainment	Term 2 & 3 Attainment	End of Year Award
English	88%	94%	Gold
Math	98%	96%	Gold
Science	100%	99%	Gold
Arabic	93%	95%	Gold
Islamic Studies	92%	93%	Gold
Qatar History	100%	100%	Gold
Computing	89%	89%	Gold
French	88%	91%	Gold
PE	98%	97%	Gold

Term 3 English Writing Level	Barriers to Learning					
	Effort	1	Behaviour	1	Attendance	1
5S						

**General Comment:**

is a self – motivated pupil who demonstrates strong willpower to succeed in all aspects of school curriculum. She also participates actively in group activities and gives and receives suggestions willingly. It is evident that she is working extremely hard to excel in his academics. Her effort is indeed commendable, and she should continue to strive.



Principal Signature



School Stamp

\*Test Marks based from the Cambridge International Examinations and Ministry of Education & Higher Education (MEHE). This mark is combination of Unit Tests, Projects and Assessments where applicable.

## End of Academic Year 2019/2020 Report

Subject	Teachers Comment
<b>English</b>	is a conscientious student who assiduously submits assignments of excellent quality. Her work is always done to the very best of ability and displays eagerness to follow planning, proofreading and editing routines. She also possesses good reading comprehension and decoding skills. With continued effort, Tehzeeb has the potential to excel in English.
<b>Mathematics</b>	is responsible and a respectful learner. She accepts challenges in Mathematics and always tries her best. She applies and communicates the required knowledge in word problems as well. To move forward, she is encouraged to read instructions carefully to comprehend the multi-step problems thoroughly.
<b>Science</b>	shows understanding of most of the concept's ideas taught this year, usually providing complete and thorough verbal explanations. She participates positively and with enthusiasm in all of our Science activities. She writes sentences that accurately express scientific concepts, terms, ideas, and Information. Tehzeeb has set goals for her own achievement and should work responsibly to attain them next year.
<b>Arabic</b>	is a polite student, she always looks for ways to be helpful in the classroom. She can write some of the comparative forms and possessive forms in Arabic. Her reading has improved a lot and she is able to read Arabic paragraphs fluently. Her spelling is good, and she has a beautiful handwriting. I wish her all the best.
<b>Islamic Studies</b>	is a well-mannered, confident, and a great role model for her classmates. She has shown a great understanding of the prophets' stories and she can accurately tell their stories. Her Tajweed (Qur'an recitation) has improved a lot throughout this year. She can perfectly explain the instructions of praying and giving Zakah. She needs to be encouraged to maintain same enthusiasm next year for more development. I wish her all the best for next year!
<b>Qatar History</b>	has consistently demonstrated a very good level of understanding in Qatar History. She has participated actively in all learning activities and shown a high level of accuracy and understanding throughout. To further progress, Tahzeeb must ensure that she completes all tasks thoroughly and to the best of her ability, especially for the projects.
<b>Computing</b>	develops spatial awareness by exploring and experimenting with a 3D virtual environment. She can also develop better aesthetic awareness and can use more advanced features of the programs to make her work more effective.
<b>French</b>	is very studious, mature, and works well with others. She is dedicated to her work, and her enthusiasm for learning the French language is admirable. Tehzeeb has improved greatly with demonstrating understanding through the use of various strategies such as the adjectives and the gender of the words. Well done Tehzeeb and see you next year!
<b>Physical Education</b>	has shown an ability to meet challenges. She always works to the best of her ability. She follows instructions attentively and makes an effort to apply the skills learnt into a practice and PE exercise. It was a pleasure to have Tehzeeb in class. I wish her all the best in the future.