



Newton International School
West Bay

7.10 & 7.11 Assessment & Reporting Policy

2023-24

Rationale

Assessment should be a continuous process in the classroom. When used effectively, assessment for learning increases learner's motivation, self-esteem, independence, initiative, confidence and improves attainment. By ensuring that children receive feedback on their work, be it verbal or marked, and that planning is adjusted by teachers following formative assessment, each child in the school will be given the opportunity to reach their full potential. Since the Department for Education removed the requirement for schools to assess pupils using National Curriculum levels from September 2015, it has been necessary for schools to revisit the way in which they assess children. This policy takes into account the recommendations from the Commission on Assessment without Levels published in September 2015.

Our Objectives

At Newton International School, West Bay, we value the importance assessment plays in an effective teaching and learning cycle. This policy supports our aim for teachers and leaders to use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.

Aims

The aims of this policy are as follows:

- To ensure that all children make sustained progress in their learning.
- To integrate assessment into our planning and teaching to inform future learning.
- To give children regular performance feedback & develop a child's contribution to and ownership of their learning.
- To enable the school to evaluate its effectiveness through measuring the value the school is adding to the children's learning.
- To benchmark the school against local, national and international standards.
- To identify whole school professional development needs.
- To ensure that underperforming groups of children and individual pupils are effectively identified to allow appropriate intervention.
- To report clear and concise information to teachers, parents, the standardisation office for the Newton Group and the Ministry of Education.

Our Aims

We aim for all of our teachers to make accurate and productive use of assessment. Our teachers will:

- know and understand how to assess the relevant subject and curriculum areas;

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- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

DfE Teachers' Standards

Our Approach

We assess, report, record and act upon the children's achievements in four ways, as follows:

1. Formative Assessment
2. Diagnostic Assessment
3. Summative Assessment
4. Evaluative and Statutory Assessment

1. Formative Assessment

Formative assessment (Assessment *for* Learning - AFL) is an ongoing process which:

- measures children's learning
- informs our teaching and short-term planning
- supports the personalisation of learning

We use a wide range of strategies in order to make best use of formative assessment, as follows:

Pre and post task assessments.

Where possible, pre and post task assessments (Sometimes called cold and hot tasks) will be used to assess children's starting points and to show how much progress they have made across an area/topic. This will be used as an important self-assessment tool by children and be used by teachers to group children ready for specific areas of a topic.

Using effective questioning techniques

Teachers and teaching assistants will encourage effective learning and questioning skills by providing:

- a high proportion of open questions;
- time for pupils to think about and discuss their responses to questions;
- supplementary questions to extend understanding;
- questions that encourage learners to reason, think critically and reflect on their own thinking;
- opportunities for pupils to generate questions.

Types of questions may include:

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- How can we be sure that...?
- What is the same and what is different...?
- Is it ever/always true/false that...?
- How do you...?
- How would you explain...?
- What does that tell us about...?
- What is wrong with...?
- Why is ...true?

Marking and Feedback

At Newton International School, West Bay, we value the importance marking & feedback plays in assessing pupil's understanding and an effective teaching and learning cycle. This policy supports our aim for teachers to use feedback well, to value and celebrate the children's efforts and achievement, identify strengths and next steps in their learning and to inform and shape future planning.

Reasons for marking:

- To recognise, encourage and reward children's effort and achievement, and celebrate success;
- to provide a dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work;
- to improve a child's confidence in reviewing their own work and setting future targets, by indicating 'next steps' in learning;
- to indicate how a piece of work could be corrected or improved against assessment criteria;
- to help pupils develop an awareness of what is required to meet and exceed the age-related expectations in each year group;
- to identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed;
- to enable the teacher to tailor curriculum planning to the children's individual needs.

Marking and feedback should:

- Be manageable for teachers;
- relate to learning intentions, which need to be shared with children;
- involve all adults working with children in the classroom;
- give children opportunities to become aware of and reflect on their learning needs;
- give recognition and appropriate praise for achievement;
- give clear strategies for improvement;
- on occasions, allow specific time for children to read, reflect and respond to marking;
- involve children in the same process (whether oral or written), to ensure equity across subjects and abilities;

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- respond to individual learning needs, marking face-to-face with some and at a distance for others;
- inform future planning and individual target setting;
- be accessible to children;
- use consistent codes throughout the school;
- ultimately, be seen by children as positive in improving their learning;
- encourage and motivate the children as they become aware of the progress that they are making.

Summative feedback/marking

This usually consists of ticks and dots and is associated with closed tasks or exercises. Please be reminded that we do not use a cross to indicate an error but rather use a dot to identify where an error has occurred.

Formative feedback/marking

During lessons, teachers are encouraged to intervene at the point of learning by offering feedback in order to overcome misconceptions and to ensure that the children are on track to meet the learning intentions ('over the shoulder marking'). Feedback during lessons is key to ensuring that the children use their time effectively and make progress over time. Teachers are expected to promote independent learning and to develop routines where children remain focused whilst they are waiting for the teacher to come to them rather than queuing up which we consider inappropriate use of their time.

Deep marking of writing (Detailed Marking)

At NIS West Bay, we do not expect all pieces of work to be 'deeply marked'. However, the 'cold writes' at the beginning of a Talk for Writing unit must be assessed using the agreed criteria.

Wherever possible feedback should be objective, primarily focusing on the learning intention and success criteria.

What teachers do:

- Teachers mark in blue ink only using the symbols below from Marking and Feedback policy.
- Teachers use RAG 123 to assess the piece of work. Green/Yellow/Red markers are used to dot the WALT to indicate if the WALT has been achieved.

Celebrating Success

- Teachers issue merits/stickers/stars in books for personal achievement. If the child now understands the bus stop method for division or achieved 10/10 in a spelling test their teacher will give them a Class Dojo point or a sticker.
- Teachers need to know their children well and use their professional judgment in order to get the desired outcomes when offering feedback to their children.

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What children do:

Children should only use pencil for writing and green pens/pencils for self-marking unless they have been issued with a pen license which allows them to use black/blue ink.

If there are many secretarial errors, the teacher will prioritise a couple of the most important ones to be corrected. Mostly, only the code will be written by the teacher – children will work out the correction themselves. However, the teacher may feel it appropriate to show the correction in some cases.

Self-marking

Children are encouraged to self-evaluate wherever possible by using success criteria. Children identify successes and areas for improvement against given criteria.

Shared marking

Using one piece of work, from a child in the class, to mark as a class at regular intervals, teachers model the marking process and teaching points at the same time.

Paired marking

Before the end of lessons, children are sometimes asked to mark narrative work in pairs. Our policy on paired marking is as follows:

- Children are trained to do this, through modelling with the whole class, watching paired marking in action.
- We establish clear ground rules (e.g. listening, interruptions, confidentiality, etc.).
- Children must point out successes as well as suggest ways to improve the piece of work, using the given criteria. (We usually aim for a 2:1 success to improvement ratio to avoid over-criticism e.g. 2 stars and a wish)
- Dialogue between children is encouraged rather than taking turns to be the 'teacher': they should discuss each other's work together (e.g. *'I think this bit really shows how that character feels, what do you think?'*).

Book Scrutiny

During a book scrutiny, leaders are looking for evidence that a teacher's routines reflect our philosophy and practice as outlined in this policy. They will be looking for evidence for the following:

- All work is valued and appreciated;
- Children's success and achievement is celebrated;
- Children respond to feedback and books evidence progress over time;
- The pitch of challenge is appropriate ensuring the most effective use of time during lessons;
- Children's progress is clearly evident

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Developing a dialogue

Teachers will extend children's learning by engaging in a written dialogue about a piece of work which has been completed. This could be in the form of a discussion or a more direct request or question which the child has to carry out or respond to.

Sharing learning goals

To encourage children to take responsibility for their own learning teachers will:

- Share the learning goals of any exercise ensuring that pupils recognise the difference between the task and its learning intention (separating what they have to do from what they will learn). To do this effectively, the reasons for the activity should be explained in child friendly language.
- Share/generate the success criteria with pupils (in child orientated language) and use the agreed symbols for assistance where appropriate.
- Help pupils to understand what they have done well and what they need to develop.

Setting learning targets

Achievable targets will be set for both English and maths throughout the year. Teachers will include them in the Pupil Progress Plans which will be periodically throughout the year. The targets will be progressive and will ensure children have a clear understanding of the next step in their learning and will be shared with parents during each termly pupil progress meeting. This will ensure that learners and teachers are able to refer to them regularly.

Peer and self-assessment

Self-assessment is an important tool for teachers. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves progress. Teachers will support this by providing opportunities for children to:

- Reflect on their own work
- Be supported to admit problems without risk to self-esteem
- Have time to work problems out.

Sometimes, teachers will ask children to mark their own work. When used effectively, this can be a very useful strategy for self-assessment and feedback. When this strategy is used, the teacher or teaching assistant will still mark and/or comment underneath the child's work to show that they have looked at and checked the marking and evaluated the child's work.



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Peer assessment can be effective because pupils can clarify their own ideas and understanding of both the learning intention and the assessment criteria, while marking other pupil's work. Teachers will manage peer assessment carefully, ensuring it is not for the purpose of rank, as this can cause higher achieving pupils not to be challenged and lower achieving pupils to become demotivated.

Marking by adults other than the class teacher

The use of teaching assistants in marking work and providing feedback when a teaching assistant has been leading a child's written/recorded task, they will be asked to mark it and provide feedback according to this policy. This is to ensure that the child is provided with the most effective, appropriate and relevant feedback. If this is completed by a teacher, who has not worked with the child during the session, it is possible that the teacher may misinterpret a child's response to a task. Importantly, the marking will be initialled by the teaching assistant to differentiate it from that of the class teacher.

2. Diagnostic Assessment

Diagnostic assessment helps us to diagnose the child's individual learning profile. We use diagnostic assessment in the following ways:

- Ongoing observation of the children in the Early Years Foundation Stage Learning through Tapestry and children on the SEN register.
- Special Needs IEP reviews which diagnose and set targets for SEN children.
- Analysis of baseline & summative assessment tests which identify gaps in learning for individuals, groups and whole classes. After the analysis of assessments, teachers complete a Pupil Progress Plan (Appendix 1) to identify key children who need additional support/intervention for reading, writing and maths (this is not always children below the age-related expectations).
- Termly 'Pupil Progress Meetings' are used to review progress, strategies and intervention to ensure continued personalised learning.
- Informal assessments undertaken by class teachers and teaching assistants to evaluate the impact of teaching and progress against key skills e.g. spelling, times tables, arithmetic etc.

3. Summative Assessment

Activities associated with **summative assessment** (Assessment of Learning) result in an evaluation of student achievement - for example, allocation to a level or standard or allocation of a letter or numerical grade, which might later appears in a report.

Each class teacher is responsible for completing a range of summative assessments for each child in their class. This information is used to track the children's progress and ensure that no individual falls behind the rate of progress that is expected of them. Depending upon the time of year and type of assessment, teachers may be asked to moderate their marking of assessments by either:

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- cross marking a class other than their own
- marking a sample alongside a new or inexperienced teacher
- bringing a sample of their marking to a staff meeting for a moderation exercise.

Summative assessments are collated, usually on the school's tracking system and an analysis completed by a member of the school's Senior Leadership Team (supported by Faculties). 'Pupil Progress Meetings' are held to discuss children who are in danger of potentially underachieving. Strategies are put in place to ensure that, wherever possible, this doesn't occur. An annual schedule of assessments is included in Appendix 2 & 3.

4. Evaluative and Statutory Assessment

These are measures used to benchmark the school against other schools nationally and internationally who follow the English national curriculum as well as to help the school understand the progress being made in all classes across the school and to set targets for school improvement. We do this by:

- Completing statutory end of year external Reading, Mathematics and SPaG assessments, which measure the school against national curriculum standards and show year on year achievement.
- Termly standardised Reading, Mathematics and SPaG assessments to track progress and assess gaps in knowledge.
- Submitting Early Years Foundation Stage Baseline and Profile, which provide an on-entry assessment and assess reception children against the Early Learning Goals at the end of the Foundation Stage.
- Administering Year 1 & 2 Phonics Checks termly to make sure no child falls behind. All children in Year 1 undertake a phonics check that assesses their understanding of letter sounds and phoneme grapheme recognition. If children do not reach the pass mark, they re-sit the test in year 2, with the expectation that a programme of support will be put in place in order to ensure that they reach the required standard, particularly if they still do not meet this standard upon entry into Key Stage 2.

EYFS

Baseline assessments

On entry to EYFS a baseline assessment records their basic understanding of simple age-appropriate concepts. These assessments combined with a teacher's understanding and knowledge of their students provide a clear picture of each child on entry and facilitate the measuring of progress over time.

Assessment in the EYFS is a continuous process where the teaching staff make decisions about what the child has learned or can do already to inform the next steps that are planned with the child. We record the evidence that supports our judgments using Tapestry which will include photographs of children's work together with videos and pictures of learning in action.



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Towards the end of the Early Years Foundation Stage when children are in the final term of Foundation 2, staff 'sum up' into their final report all the different information from on-going assessments that have been made about the child.

A completed EYFS Profile consists of 20 items of information: the attainment of each child is assessed in relation to each of the 17 Early Learning Goals descriptors, (ELGs) together with a short narrative describing the child's ways of learning expressed in terms of the three characteristics of learning. For each ELG, practitioners will judge whether a child is meeting the level of development expected at the end of Foundation 2 (expected), exceeding this level (exceeding), or not yet reaching this level (emerging).

Termly

We will publish the assessment cycle on the school calendar that is available to parents continuously throughout the year. If a child is absent from school and misses a termly assessment due to ill health (medical evidence provided), then the school will organise an alternative date for the assessment to be administered no more than 2 working days prior to the distribution of school reports. In cases where the absence is not related to ill health or no medical evidence is provided, the child will be given an estimated grade based on our ongoing teacher assessment. Please be reassured that with our robust approach to continuous assessment & moderation of children's performance, the teachers' judgments will accurately reflect the child's knowledge, skills and understanding.

Weekly

Children will be marked as absent if they are not present in school during weekly tests, assessments and quizzes. Accumulated totals for weekly spellings and mental maths tests are used to formulate part of the end of term grade for SPaG and Mathematics respectively.

Baseline Information

The diagnostic analysis from the end of year external Reading, Mathematics and SPaG Assessments is passed on to the new class teacher to enable them to identify key starting points from which their children will learn.

EAL & SEN (AESN)

We aim to raise the progress and attainment of pupils with EAL & SEN and increase the percentage of children achieving broadly in line with age-related expectations. Our SEN & EAL children are assessed using GL YORK/YARK twice/year, to monitor their progress in literacy, targeting areas of phonics, spelling, reading and comprehension ability. The GL portfolio assessment is used to identify specific areas of need and for placement in the SEN programme, EAL programme or both. In addition, teachers can track pupil progress using GL portfolio assessment to identify specific areas of improvement.

In addition, all interventions e.g. Rave-O will be monitored for impact; children are regularly assessed after each unit. *Please refer to EAL & SEN policy.

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7. 11 Reporting to Parents & Monitoring Learning

We report to parents at the end of each term. Our grading system is linked to the UK standards with a C grade broadly in line with the expected standard and a P, WD and M exceeding this standard. A D grade indicates that a child is emerging and working towards the expected age-related standard.

Our grade boundaries

New Primary Grading for Academic Achievement.

Grade	%	Descriptors
M	90% - 100%	Mastery Level
WD	78% - 89%	Well-developed - above the required level
P	63% - 77%	Proficient – demonstrating a good understanding of the required level
C	50% - 62%	Capable - working at the required level
D	Up to 49%	Developing – working towards the required level

The above table is for internal clarification. Only the Grade and Descriptors are provided in the report.

Calculating the grades

Reading

- End of term grades will be calculated using scores from: Common Exception Words (CEW) test; Bug Club reading comprehensions (completed at midterm); the continuous teacher assessment grade (based on work during guided reading lessons) and the end of term standardised Reading exam.

Writing

Continuous assessment of cold/hot writes, big writes using agreed grade boundaries as well as the midterm and end of term exam. (Writing assessment sheets per child)

SPaG / GaPS

We include a separate SPaG grade on the school report.

- Accumulated total of weekly spelling tests marked out of 10 for all children.
- Total from the twice termly sight word tests
- End of term Year Group spelling test
- End of term standardised SPaG test



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Maths

Within Mathematics, we have weekly mental maths tests, regular end of unit tests, midterm summative tests and end of term standardised Mathematics exams.

Specialists – French, Computing & Music

Teacher to combine test outcome with Teacher Assessment to form a final grade. Both the test and the teacher assessments are worth 50% of the overall grade.

PE 100% Teacher Assessment using agreed KPIs.

Documentation

A wide range of documentation is in place to support assessment, and analysis of assessment, as follows:

- A year planner and termly assessment cycle guide staff and also ensure that assessment provision is consistent and continuing throughout the year
- Teachers need to be able to produce evidence of judgments through children's work; therefore, children's exercise books are always be kept according to relevant policies such as presentation, handwriting and marking.
- Class teachers keep all assessments for the current year. At the end of the year arrangements are made for the assessments to be passed on to the next teacher or another relevant body.
- Formative and summative data is kept on SIMS and on KPI tracking sheets.
- The Assessment Leader (currently the Head of Primary in assistance with Principal) compiles and analyses the data for the whole school and distributes this to all relevant stakeholders at the end of each summative assessment point (the end of each term). This includes a review of key groups, classes and year groups and makes recommendations on moving the whole school forward as well as individual children. It is shared with Newton Group through the standardisation office.
- Pupil Progress reviews produce further documentation every term.

Mastery

Assessment should be a continuous process in the classroom. When used effectively, assessment for learning increases learner's motivation, self-esteem, independence, initiative, confidence and improves attainment and progress. By ensuring that children receive feedback on their work, be it verbal or marked, and that planning is adjusted by teachers following formative assessment, each child in the school will be given the opportunity to reach their full potential. The 2014 National Curriculum states that,

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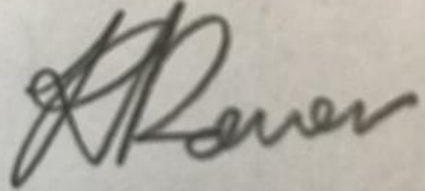


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'the expectation is that the majority of pupils will move through the programmes of study at broadly the same pace' and that 'pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems before any acceleration through new content.'

There is an expectation that pupils who are already working at the year group expected level will have opportunities to explore and deepen their understanding through a breadth of opportunities to apply this knowledge in different contexts e.g. problem solving. Therefore, assessment for able children is based around depth and breadth of application before any progression beyond the year group expectation is sought.

Date: June 2022

Principal's Signature	Head of Primary's Signature	EYFS Coordinator
		

Review Date: June 2024



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Appendix 1
Assessment Schedule

Subject	Assessment	Frequency	Year Groups	Weighting
English - Reading	Phonics Check	Start of Term 1 and End of Term 3	Years 1 and 2 (Year 3 will complete a Phonics check at the start of Term 1 only)	n/a
	Sight Words Tests	Once a half term	Years 1 to 6	20% of Termly Report Grade
	Teacher Assessed Reading Grade	Continuous	Years 1 to 6	15% of Termly Report Grade
	Reading Comprehension Assessment	Baseline at start of academic year followed by midterm	Years 1 to 6	Midterm – 25% of Termly Report Grade
	Standardised External Reading Assessment	End of each term	Years 1 to 6	40% of Termly Report Grade
English - Writing	Written examinations – cross curricular	Baseline at start of academic year followed by twice a term - midterm and end of term	Years 1 to 6	Termly Report Grade based on teacher assessed Writing moderation from written pieces across the term including midterms, end of term and big writes.
	Big Writes	Once a half term	Years 1 to 6	
English - SPaG	Weekly Spelling Tests	Every Thursday	Years 1 to 6	Accumulated total for term - 10% of Termly Report Grade
	SPaG Progress Checks	Twice per term	Years 1 to 6	25% of Termly Report Grade
	SPaG Assessment	Midterm	Years 1 to 6	Midterm – 25% of Termly Report Grade

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	Standardised External SPaG Assessment	End of each term	Years 1 to 6	40% of Termly Report Grade
Mathematics	Mathematics – Problem Solving Assessment paper	Baseline at start of academic year and then each midterm	Years 1 to 6	Midterm – 25% of Termly Report Grade
	Mathematics – Arithmetic Assessment paper	End of each term	Years 1 to 6	15% of Termly Report Grade
	Standardised External Mathematics Assessment	End of each term	Years 1 to 6	40% of Termly Report Grade
	Times Tables Tests	Twice per term	Years 1 to 6	10% of Termly Report Grade
	Weekly Mental Maths Tests	Every Thursday	Years 1 to 6	Accumulated total for term - 10% of Termly Report Grade
Science	Science Assessment Paper	Twice a term - midterm and end of term	Years 1 to 6	Midterm - 20% of Termly Report Grade End of term - 60% of Termly Report Grade
	Working Scientifically	Every class investigation	Years 1 to 6	20% of Termly Report Grade
Humanities	Geography Assessment Paper	End of each term	Years 1 to 6	Years 1&2 – 50% of Termly Report Grade Years 3,4,5&6 – 100% of Termly Report Grade
	History Assessment Paper	End of each term	Years 1 to 6	Years 1&2 – 50% of Termly Report Grade Years 3,4,5&6 – 100% of Termly Report Grade
Arabic	Arabic Assessment Paper	Baseline at start of academic year followed by twice a term -	Years 1 to 6	End of Term - 100% of Termly Report Grade

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		midterm and end of term		
Islamic	Islamic Assessment Paper	Baseline at start of academic year followed by twice a term - midterm and end of term	Years 1 to 6	End of Term - 100% of Termly Report Grade
History of Qatar	History of Qatar Assessment Paper	Baseline at start of academic year followed by twice a term - midterm and end of term	Years 1 to 6	End of Term - 100% of Termly Report Grade
Computing	Continuous Assessment against KPIs	Throughout each term	Years 1 to 6	50% of Termly Report Grade
	End of Term Assessment	End of each term	Years 1 to 6	50% of Termly Report Grade
Music	Continuous Assessment against KPIs	Throughout each term	Years 1 to 6	50% of Termly Report Grade
	End of Term Assessment	End of each term	Years 1 to 6	50% of Termly Report Grade
French	Continuous Assessment against KPIs	Throughout each term	Years 1 to 6	50% of Termly Report Grade
	End of Term Assessment	End of each term	Years 1 to 6	50% of Termly Report Grade
PE	Continuous Assessment against KPIs	Throughout each term	Years 1 to 6	100% of Termly Report Grade
Art	Continuous Assessment against KPIs	Throughout each term	Years 1 to 6	100% of Termly Report Grade

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Appendix 2
Termly Pupil Progress Plan
2023-24

NIS West Bay Pupil Progress Meeting Document – 2023-2024

Name of Teacher:

Class:

Section 1

What is the percentage of pupils now working at age-related expectations in reading, writing and maths? Please add the children's' names.

PLEASE ROUND ALL PERCENTAGES TO WHOLE NUMBERS

Reading	D - Developing	C - Capable	P - Proficient	WD – Well Developed	M - Mastery
Baseline – August 2023	%	%	%	%	%
End of Term 1 – December 2023	%	%	%	%	%
End of Term 2 – March 2024	%	%	%	%	%
End of Term 3 – June 2024	%	%	%	%	%

Writing	D - Developing	C - Capable	P - Proficient	WD – Well Developed	M - Mastery
Baseline – August 2023	%	%	%	%	%

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End of Term 1 – December 2023	%	%	%	%	%
End of Term 2 – March 2024	%	%	%	%	%
End of Term 3 – June 2024	%	%	%	%	%

Mathematics	D - Developing	C - Capable	P - Proficient	WD – Well Developed	M - Mastery
Baseline – August 2023	%	%	%	%	%
End of Term 1 – December 2023	%	%	%	%	%
End of Term 2 – March 2024	%	%	%	%	%
End of Term 3 – June 2024	%	%	%	%	%

Section 2

Using the data, are there any pupils you have identified as possible EAL or SEN? In addition, highlight any children who are identified as working beyond and any comments linked to work in class etc.

Term 1, [Term 2](#), [Term 3](#)

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	Pupil Name	Reading Grade	Writing Grade	Mathematics Grade	PIRA %	PUMA %	GAPS %	Comments, Strategies and Next Steps <i>(This should include any actions taken to support the individual and if a referral to the Learning Support team has been completed – with relevant date)</i>
1								
2								
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Reporting to Parents

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End of Term 1 Report : December 2021

Student :	QID :	Class :
Class Teacher:	Days Absent:	Days Late:

Academic Achievement and Development		Effort	
M	Mastery Level	1	Excellent
WD	Well-developed - above the required level	2	Good
P	Proficient – demonstrating a good understanding of the required level	3	Satisfactory
C	Capable - working at the required level	4	Needs Improvement
D	Developing – working towards the required level	5	Cause for Concern

Subjects	Achievement			Effort		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
English - Reading						
- Writing						
- SPAG						
Mathematics						
Science						
Information Communication Technology (ICT)						
Geography and History						
Arabic						
Islamic Studies / Citizenship						
History of Qatar						
Physical Education (PE)						
Music						
Art & Design						

Personal and Social Development	Term 1	Term 2	Term 3
Interested in learning			
Relationships with peers			
Happy at school			
Behaves well in class			
Expresses their feelings / manages emotions			
Problem Solving			
Works well with others			
Works independently			
Presentation of Work			
Homework			

Teacher's Comments	
Targets *	
Teacher's Signature	SMT Signature

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