



**Doha Academy  
Primary Al Waab  
Assessment Policy**

Reviewed: September 2021

### **Mission Statement**

Doha Academy offers education for life. We believe that school should be happy, purposeful communities that enable children to achieve their best spiritually, morally, socially, intellectually and physically.

### **Vision Statement**

The school's vision is to be a global leader in providing an accessible, outstanding, and all-inclusive education that reflects teaching of Islam.

The assessment policy facilitates the realisation of the mission and vision statements through identifying the strengths and areas of improvement for the student, enabling them to achieve their best and access outstanding education. The assessment policy specifically provides time for parents and carers to identify the needs of the whole child in order to enable them to grow socially and morally.

### **Rationale**

This Policy outlines the purpose, nature and management of assessment at Doha Academy. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children and enables teachers to deliver education that best suits the needs of their pupils.

### **Entitlement**

It is the entitlement of every child at Doha Academy to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

### **Aims**

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against national standards

### **Purpose**

Tracking of individual and class progress and attainment informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

Specific Learning Objectives and assessment opportunities are identified in short, medium and long-term plans. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

Effective assessment enables teachers to know:

- whether each pupil has learnt what has been taught.
- who needs more help or is ready for extension work/ intervention.
- who is making better or worse than expected progress.
- whether all pupils, including those with individual education needs, are meeting their learning targets.
- whether they need to refine any aspects of their teaching.
- whether there are social or emotional barriers to learning.

Effective assessment enables school leaders and governors to know:

- whether different groups of pupils in the school are making appropriate progress
- whether there are any major shortcomings or successes
- whether the school is on track to reach its pupil attainment targets
- how pupil attainment in the school compares with other similar schools
- which aspects of the curriculum and teaching need to be strengthened
- which pupils require social and emotional help in order to access learning

Effective assessment enables parents and carers to know:

- whether their child is making appropriate progress
- whether their child is showing any major strengths or weaknesses
- how their child is doing in relation to the target set for their age
- what they can do to help their child develop socially and emotionally.

### **Formative Assessment**

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working above age-related expectations. Teachers are then able to provide appropriate support or extension as necessary and plan future lessons accordingly. Formative assessment helps pupils to measure their knowledge and understanding against the lesson objective and success criteria so that they can then identify how they can improve.

Methods of formative assessment include the use of pertinent questioning, marking of pupils' work using our marking guidelines (see marking policy) and observational assessment.

### **Summative Assessment**

Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning.

### **Assessment for Learning**

Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment for Learning is a key part of our approach to teaching and learning. Staff constantly involve pupils in their learning and inform them of their next steps.

### **Tracking progress and attainment**

The progress and attainment of all pupils is tracked using Classroom Monitor. Teachers assess pupils in relation to the programmes of study for Reading, Writing and Maths; this information

is used on a daily basis in order to inform planning and identify needs for further intervention where misconceptions have been identified.

### **Marking**

Our Marking Policy ensures a consistent approach to assessing pupil outcomes throughout the school. Whilst marking work, teachers are celebrating children's achievements and noting areas of development in order to inform planning of future lessons.

### **Accuracy and consistency of Judgements**

Moderation ensures accuracy and consistency of teachers' judgements. Teachers share opinions with subject leaders and other colleagues to validate their judgements and ensure these are accurate and consistent. Professional Development sessions are arranged for teachers to compare judgements and agree standards.

### **Equal Opportunities**

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a curriculum which meets their needs.

### **Foundation Stage Assessments**

Children are baselined on entry to Kindergarten and again on entry to Reception using the Durham University Baseline assessment, the EYFS framework and the Development Matters age-related stages of development. Children are continually assessed throughout the year through both child-initiated and teacher-led learning activities. Ongoing assessments are carried out throughout the year in the form of recorded work, verbal responses, and long/short observations.

The seven areas of learning are regularly assessed in line with the EYFS Development Matters document in order to develop an overview of children's abilities. Children are assessed against the specified statements in the form of observations and evaluations through both teacher and child-initiated activities.

### **Key Stage 1 and Key Stage 2 Assessments**

Children are continually assessed throughout the year through both child-initiated and teacher-led learning activities in relation to the key performance indicators and the expected standards of the British Curriculum. Ongoing assessments are carried out throughout the year in the form of recorded work, verbal responses, long/short observations and computer-based assessments such as STAR.

### **Communication with Parents**

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the school year. Teachers can also be available for informal consultation if parents wish to discuss their child's learning at other points; these will need to be scheduled within a reasonable timeframe. Midyear and end of year reports include key assessment data and comments on the pupil's attainment and progress.