



Durham School for Girls Doha

ASSESSMENT POLICY (Primary)

Policy owner	Deputy Head Academics
Applies to	All students, parents and guardians.
Approved by	Principal
Review date	Sep 2027, or earlier when required
Version	Academic year 2026-27

VALUES

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MARK VALUES AND QATARI VALUES ARE AT THE HEART OF A
DURHAM GIRL

Assessment Policy

Vision

Durham School for Girls Doha aims to inspire a lifelong appetite for learning in a caring environment that will develop emotional, moral, and spiritual strength for future leaders. The school strives to provide a curriculum and range of co-curricular opportunities that will enrich its pupils' sense of self belief and help them make appropriate judgements, giving them 'Confidence for Life' and an aspiration for achievement. With an emphasis on both individual and collective learning, the curriculum will be set in an international context whilst staying inspired by Qatari culture and tradition.

Purpose:

The purpose of the Durham School for Girls Assessment Policy is to establish clear, consistent, and effective assessment practices that support high-quality teaching and learning within our British curriculum primary school in Qatar. Our aim is to ensure that assessments are fair, transparent, and aligned with curriculum objectives, providing meaningful feedback to students, parents, and teachers. This policy seeks to promote academic excellence, inform instruction, track student progress, and support the holistic development of every learner, while respecting the diverse cultural context of our school community.

Policy Statement:

It is vitally important that as a school, and for Durham School for Girls students and their parents that every child's progress is viewed as a journey. The expectation is that students make small steps in that journey every term, whilst building knowledge and developing skills. The school views this as being the key to success. We recognise that some students will show more progress in certain subjects at certain times in their learning journey. Essentially, the school views learning as an eight-year journey spanning from EYFS1 to Year 6.

Procedures:

EYFS 1 & 2

Assessment in the early years is rooted in the principles of the Early Years Foundation Stage (EYFS) and is ongoing, formative, and child-centred. Children are assessed primarily through regular observation of their play, interactions, and learning experiences to understand their individual interests, strengths, and next steps in development. Practitioners use professional judgement to track progress against the EYFS areas of learning, drawing on evidence from observations, discussions with children, and contributions from parents and carers. Assessment information is used to inform planning, support children's learning and development, and ensure that any additional needs are identified and addressed early, rather than to compare children or produce formal tests.

Y1 – 6

Assessment in Years 1-6 is aligned with the requirements of the National Curriculum and is used to monitor progress, inform teaching, and support pupils' continued academic development. A combination of formative and summative assessment methods is used, including ongoing teacher assessment, questioning, observations of learning, classwork, and more formal tasks or tests. Teachers use assessment information to identify pupils' strengths, gaps in understanding, and next steps, enabling lessons to be adapted to

meet individual and group needs. Statutory assessments, such as end-of-key-stage assessments, are administered in line with national guidance, while regular feedback is provided to pupils to support reflection and improvement. Assessment outcomes are shared with parents to ensure clear communication about progress and attainment.

Language for Learning

The following language is used on reports to give parents guidance on the child's level of attainment.

EYFS

Assessment against Early Learning Goals:	
Below	The pupil is not yet working within the Early Learning Goals.
Working Towards	The pupil is making progress towards the Early Learning Goals.
Meeting	The pupil is meeting the Early Learning Goals.
Above	The pupil is working beyond the Early Learning Goals.

Years 1 - 6

Attainment:	
Below	The pupil is working below the expectations for the year group
Working Towards	The pupil is working towards the expectations for the year group
Meeting	The pupil is meeting the expectations for the year group
Above	Working above the expectations for the year group
Exceeding	Exceeding the expectations for the year group

Reporting

Summative reports are produced for pupils at the end of each term to provide a clear overview of progress and attainment. The first term report includes teacher comments and attainment grades, with a particular focus on how the child has settled into the new academic year and identified targets for the following term. The second term report provides attainment grades with a focus on academic progress and attitudes to learning. The third term report offers a summative overview of the child's learning and development across the year, alongside clear targets to support continued progress into the next stage of learning.

Parent Teacher Consultations

Parent-teacher conferences take place in person on a termly basis and provide an opportunity for teachers to share feedback on pupils' progress, attainment, and attitudes to learning. These meetings enable constructive discussion about individual strengths, areas for development, and next steps, ensuring a shared understanding of how pupils can be best supported. They also play an important role in strengthening positive partnerships between home and school, promoting open communication and collaboration in support of each child's learning and wellbeing.

External Assessments

To support accurate monitoring of attainment and progress, pupils in Years 1-6 complete standardised assessments, including Progress Test Maths (PTM), New Group Reading Test (NGRT) and Progress Test Science (PTS). These assessments are administered at identified points during the academic year and provide nationally standardised data to complement ongoing teacher assessment. The results are used to benchmark performance, identify strengths and areas for development, inform teaching

and intervention, and support consistent assessment judgements across year groups. Outcomes of these assessments are used to make an overall judgement and these are shared with parents as part of the school's reporting procedures.

Internal Assessment

Internal assessments are used to regularly monitor progress, inform teaching, and support consistent judgements across the school.

Phonics - In EYFS 2 to Year 3, pupils complete phonics assessments every half term to track development in early reading skills and inform next steps in learning

Reading - In Years 1-6 pupils complete a reading assessment every half term

Maths - In Years 1- 6 pupils complete an end of unit mathematics assessment every half-term

Writing - In Years 1- 6 pupils complete a writing assessment in the form of a 'hot write' every half term, providing an independent piece of work that enables teachers to assess writing skills, application of taught objectives, and progress over time

Outcomes from internal assessments are used to inform planning, targeted support, and reporting to parents.

Tracking of attainment

The school tracks pupil attainment to monitor progress and ensure consistency and accuracy in assessment judgements. In EYFS, progress is tracked using *Development Matters* statements, enabling practitioners to assess children's development across the prime and specific areas of learning and to identify next steps. From Years 1 to 6, attainment is tracked against National Curriculum objectives to reflect pupils' progress in relation to age-related expectations. Using this tracking information, teachers make an overall judgement of attainment on a half-termly basis. These judgements are recorded and uploaded to the ISAMS data management system, ensuring a clear and consistent record of progress that supports analysis, reporting, and informed decision-making.

What if a student is assessed at 'Exceeding' all the time?

At the end of each academic year, individual student progress will be reviewed. If a teacher

assesses a student on 'Exceeding' throughout the year, the child is added to the gifted and talented register for the school and these children should be planned for in lessons to ensure they receive challenging work and assessments at the appropriate level.

What if a student is assessed at 'Below' all the time?

If a student is assessed as 'Below', the teacher will give them feedback on what they need to do, and how to do it, to achieve 'Secure'. Durham School for Girls has high expectations of all our students and we do not decrease target directions when a student fails to meet them but support them to be successful

instead. If children continue to work below, they can be referred to our SEN department or year group lead to participate within an intervention group.

Assessment in the Ministry Subjects (Arabic, Islamic Studies and Qatar History)

Where the Ministry curriculum is taught, assessment will follow the guidance and regulations of the Ministry of Education for these subjects. Notification of the schedules for both mid-term and end-of-term assessments are provided through Class Dojo. Assessments are conducted within the classroom.

Following assessment in the Ministry subjects, moderation of marking is scheduled within the department before final grades are reported on termly data reports. For all

questions regarding assessment of the Ministry subjects, the Head of Arabic is the school point of contact to support and respond to these queries

Responsibilities:

The Principal and Advisory Body will ensure that:

- A robust framework is in place for setting assessment priorities and aspirational targets.
- Progress towards targets is systematically monitored and evaluated.
- The assessment policy fulfils statutory requirements of the Qatar Ministry of Education (MoE).
- They contribute to decision-making regarding assessment strategies and practices.

The Head of Primary will ensure that:

- Assessment procedures align with the school's aims and objectives, reflecting the vision, mission, and MARK values.
- The planning and execution of assessments meet statutory requirements and support effective teaching and learning.
- Adequate time is allocated for assessments, with annual reviews to ensure effectiveness and relevance.
- Assessment methods are inclusive, meeting the needs of all students, including those requiring differentiated approaches.
- Procedures for assessment ensure that students and parents receive regular, clear information on progress and strategies for improvement.

The Senior Leadership Team will ensure that:

- They maintain oversight of assessment structures and practices within each department/Key Stage.
- Assessment planning, including formative and summative approaches, is up-to-date and consistently applied.
- Assessment data is regularly monitored and reviewed to inform teaching practices and learning outcomes.
- Levels of attainment and rates of progression are discussed with Heads of Departments/Year Leaders, with actions implemented to address any concerns.

Heads of Department will ensure that:

- Assessment strategies encourage progression and reflect the curriculum's intent.
- There is consistency in assessment practices within departments and key stages.
- Assessment outcomes inform future planning to support student progress.
- The implementation of assessments is monitored, with feedback provided to staff.
- Relevant assessment data is shared with the leadership team for strategic decision making.
- Student performance data is reviewed regularly, with responsive actions taken to address gaps or trends.
- Best assessment practices are shared with colleagues to enhance consistency and effectiveness.
- CPD needs related to assessment strategies are identified and addressed.
- In secondary, appropriate assessment frameworks align with awarding body requirements and support student progression.

Teaching Staff and Learning Support Staff will:

- Implement assessment strategies in accordance with this policy.
- Stay informed of developments in assessment best practices and methods.
- Use data effectively to inform planning, teaching, and assessment.
- Share and discuss best practices within the school and through external networks.
- Engage in professional development to enhance assessment skills and understanding of student needs.

Students will:

- Engage with assessment processes to support their own learning and progression.

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- Act on feedback to improve their understanding and performance.
 - Receive additional support where necessary to meet their learning needs.
 - Participate in transition assessments to support movement between key stages.
 - Be guided through assessment options and requirements, particularly at key transition points.

Parents will:

- Be informed about assessment processes and their child's progress through reports, meetings, and ongoing communication.
- Be confident that assessment practices are fair, consistent, and supportive of their child's development.
- Be consulted on assessment-related decisions affecting their child, such as setting or support strategies.
- Receive information about how assessments inform teaching and support their child's progress.