



Durham School for Girls Doha

ASSESSMENT POLICY

Policy Number:

FIRST IMPLEMENTATION DATE | MARCH 2025

REVIEW PERIOD | ANNUAL

DATE LAST REVIEWED | NEW POLICY

REVIEWED BY | Rebecca Saunders

VALUES

قيمي ترسم هويتي

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

Assessment Policy

Policy Number:

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 secondary 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 a five-year journey spanning across Year 7 to Year 11. During the sixth form years, students should have reached a stage in their learning journey where they can apply independent learning skills to ensure success at key stage 5.

Procedures:

Durham School for Girls Key Stage 3 Assessment System:

At the beginning of year 7, all students are allocated a **Starting Profile** based on her KS2 outcomes (progress test scores in mathematics and English), CAT test scores and Reading Age (NRGT) test scores.

The school uses three Starting Profiles (SP1, SP2, SP3) which cover the cohort effectively and each one leads to a **destination grade band**, a grade band indicator which students should be aiming towards achieving at the end of Year 11.

These profiles are not used to label students; they sit in the background of the data system to help teachers structure progress within each year and unit of work.

Starting Profiles:

Starting Profile	IGCSE Destination Grade
SP1	9-6
SP2	6-4
SP3	4-2

Setting Starting Profiles to determine Destination Grades:

Student starting profile will be determined by CATs mean SAS score initially with the boundaries determined using those stated in the table below.

At each boundary, a review of student NGRT and KS2 Progress Test scores will be reviewed and individual decisions made regarding Starting Profile.

Students with an NGRT 3 points or more below their CAT mean SAS score, will be placed in the lower starting profile band.

All students with an NGRT within 3 points of their CAT mean SAS score will be placed in the higher band that their CAT score has determined.

Starting Point	IGCSE Destination Grade	CAT Target (Initial banding)	NGRT
SP1	9-6	>101	At the boundary of each SP, NGRT will be reviewed and an individual decision made about SP for each student.
SP2	6-4	86-100	
SP3	4-2	<85	

Defining 'current progress'

Progress is reported as a word instead of a number or grade. Teachers will report progress relative to a students' Starting Profile to their GCSE destination grades. It is normal for a child to progress at different rates across their different subjects.

Exceeding	Suggests that a student is currently making excellent progress and will exceed expectations by the end of Key Stage 4.
Secure	Suggests that a student is currently achieving well and as a result could exceed expectations by the end of Key Stage 4.
Developing	Suggests that a student is on track to achieve in line with expectations by the end of Key Stage 4.
Below	Suggests that a student is currently underachieving and not achieving in line with expectations .

Formative Assessment and Feedback

The most important goal of assessment is that it helps students to make progress with their learning. Levels or grades by themselves tell students how they compare to others, but they

don't tell them anything about what they need to do to improve their work or deepen their understanding. Quality feedback on their work is therefore of vital importance.

Formative assessments in each subject are the most important part of the school assessment system. We use a variety of methods of assessment including (but not exclusive to) assessed tasks, quizzes, tests, the use of marking criteria and examples of excellent work to show students the standards that are expected and how to reach them.

Feedback to students can guide them through the steps needed to improve. Feedback to individual students is focused on how they can specifically improve through a WWW (what went well) / EBI (even better if) type comment which is related to a specific subject rubric.

Following any task where feedback is provided by the teacher, students are expected to respond to the feedback using green pen in DIRT time which will either be built in to lesson time or set as a homework task.

DIRT stands for **Dedicated Improvement and Reflection Time**. Its purpose in feedback is to provide students with structured, focused time to reflect on the feedback they've received and take specific actions to improve their work. The key objectives of DIRT are:

- **Encouraging Active Engagement:** It ensures students actively engage with teacher feedback, rather than passively receiving it.
- **Promoting Self-Reflection:** Students reflect on their learning, identify areas for improvement, and develop strategies to enhance their understanding.
- **Closing Learning Gaps:** It helps address misconceptions and solidify knowledge by encouraging students to correct errors and deepen their skills.
- **Fostering Independence:** By responding to feedback, students build resilience and take greater ownership of their learning.

Overall, DIRT helps create a culture of continuous improvement, where feedback becomes a tool for growth rather than just evaluation. (See Marking and Feedback Policy for more details).

Assessment at Key Stage 3

Assessment Rubric

At key stage 3 (years 7-9) every topic, in every subject, has an assessment rubric. The rubric lists all the knowledge and skills required for each Starting Profile (SP1, SP2, SP3) for that topic.

The assessment rubrics are used by teachers when marking / reviewing student work to decide if students are 'Secure' or not. Students have to have demonstrated knowledge and skills for all the points in the secure section to be awarded 'Secure'.

Teachers also provide verbal feedback during lessons to help students achieve 'Secure' for their starting point destination.

A variety of work undertaken over the course of the module / topic is taken in to account when determining the progress a student is making and whether they are secure in that topic area.

Example Assessment Rubric

Durham School for Girls Secondary Assessment Rubric			
Key Stage 3 Assessment Rubric			
Subject: Science	Year: 7	Topic/module: Acids and Alkalis	
Starting Point	SP1	SP2	SP3
Exceeding	Features of work may include aspects of IGCSE Chemistry	Enrichment/extension – reaching, or part of SP1 rubric	Enrichment/extension – reaching, or part of SP2 rubric
Secure	Secure The student can: - Compare the different particles found in acids and alkalis. - Explain what 'concentrated' and 'dilute' mean, in terms of the numbers of particles present - Use a variety of indicators to measure acidity and alkalinity and explain how they work. - Interpret a graph of pH changes during a <u>neutralisation</u> reaction. - Explain why <u>neutralisation</u> reactions are useful in the context of specific examples - Predict the formulae for products of reactions between acids and metals, or acids and bases.	Secure The student can: - Compare the properties of acids and alkalis - Describe the differences between concentrated and dilute solutions of an <u>acid</u> - Use the pH scale to measure acidity and alkalinity - Describe how pH changes during <u>neutralisation</u> reactions - State examples of useful <u>neutralisation</u> reactions - Describe what a <u>salt</u> is - Predict the salts formed when acids react with metals or bases.	Secure The student can: - Name some common properties of acids and alkalis - State that concentrated acids are more harmful than dilute acid - Describe, in simple terms, what the key words 'concentrated' and 'dilute' mean. - State that indicators will be different <u>colours</u> in acids, alkalis, and neutral solutions - State simply what happens during a <u>neutralisation</u> reaction - Give one example of a <u>neutralisation</u> reaction - State the type of chemical made when an acid and alkali react. - Match the type of salt that will form from the type of acid used.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Below	Significant gaps	Significant gaps	Significant gaps

Every Assessment Rubric lists skills and knowledge that are required to be 'Secure' for each starting profile destination (shaded in blue) for that particular topic.

Students should be aiming for 'Secure' in the first instance, making sure they can do all the things listed for their Starting Point destination.

How will students know what's in the assessment grid?

At the start of a topic, the class teachers will provide a copy of the Assessment Rubric to each student. This is stuck into the subject exercise book.

How will students know what their target directions are?

Subject teachers will tell students what their target directions are. Students should write these down in their subject books and also in their planners.

How will students know that they are making good progress?

If students are making good progress toward achieving their I/GCSE target direction, they will remain 'Secure' for every test, assessment and progress check. Students will know this because when they get a marked assessment returned it will have either 'Exceeding', 'Secure', 'Developing' or 'Below' written on it, together with the teacher's feedback including a WWW and EBI comment.

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 'Starting Profile' may be revised and increased to the next level.

Target grades will be determined for each individual subject at the start of year 10. This may also increase target grade for some subjects. This will ensure that students are given more appropriate and challenging work to attain higher grades.

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

If a student is assessed as 'Below', the teacher will give them detailed 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. The policy on target-setting does allow changes to targets in extenuating circumstances, for example for a student with a learning need that significantly affects expected rates of progress.

At the end of each academic year, any student on SP3 and working consistently at 'below' in the majority of subject areas will be referred to the inclusion team for a full pupil progress review to determine next steps, which may include developing a support plan, repetition of the academic year and / or review of school place at DSGD.

Will target directions decide what classes or sets students are in?

The only subject that will group students by their target direction at key stage 3 is Mathematics. For all other subjects, students are taught in mixed ability groups or form groups.

Assessment at Key Stage 4 and Key Stage 5

At key stage 4 (years 10-11) and at key stage 5 (years 12-13), teachers will use the subject exam board grade descriptors and assessment objectives (AO) to determine progress.

A variety of work and assessments undertaken over the course of every module / topic is taken into account when determining the progress a student is making and whether they are secure in that topic area and students will receive regular feedback on their work submitted. Within every reporting period, class teachers will ensure that there are at least 3 standardised assessment tasks undertaken by students, the outcomes of which a 'best fit' termly current grade will be reported which is reported as a grade in line with the exam board grading profile.

Each student will be assigned a target grade for every subject based on GL assessment CATs targets and other baseline tests. At key stage 5 IGCSE attainment is also taken into consideration. The current grade can then be compared to the target grade to determine whether appropriate progress is being made. Note that a target grade is only an indicator of potential attainment.

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. Where possible, and in most cases, assessments for a year group cohort will take place at the same time in an appropriate exam room.

Notification of the schedules for both mid-term and end-of-term assessments are provided to students with 2 weeks' notice. The schedule is also given to parents in advance on the Arabic department newsletter which is sent home regularly.

Teachers invigilating examinations in the Ministry subjects will follow the invigilation guidance for external examinations and all staff receive training for invigilation annually as routine by the Exams Officer in line with the Examinations Policy.

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

All exam papers are retained within the Arabic Department office. Students will have the opportunity to review their paper following marking to determine areas for improvement. Parents can also request to review their own child's exam paper by appointment with the class teacher should there be a need to do so related to a concern about progress.

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.

Example Report (KS3)

	Durham School for Girls Doha			
	Name			
	QID			
	Form Group			
	Form Tutor			
	Attendance	X Days Late	X Days Absent	X Total Days
	Student Starting Profile: SP1		Target IGCSE Destination Grade Band: 6-9	

Subject Teacher Assessment of Progress

Subject	Progress Grades			Learning Grades		
	Term 1 Grade	Term 2 Grade	Term 3 Grade	Attitude to learning	Contribution in lessons	Independent learning
Art	Secure	Secure	Exceeding	A	A	A
Drama	Exceeding	Exceeding	Secure	A	B	B
English	Below	Below	Developing	C	C	C
Geography	Developing	Secure	Secure	B	C	B
Global Studies	Below	Developing	Secure	C	C	C
History	Developing	Developing	Secure	A	B	B
Mathematics	Secure	Secure	Secure	A	B	B
Music	Secure	Exceeding	Exceeding	A	A	A
PE	Exceeding	Exceeding	Exceeding	A	A	A
Science	Developing	Developing	Secure	B	B	A

Ministry Subjects Assessment of Progress

Subject	Progress Grades			Learning Grades		
	Term 1 Grade	Term 2 Grade	Term 3 Grade	Attitude to learning	Contribution in lessons	Independent learning
Arabic	7	7	8	B	C	B
Islamic Studies	6	5	6	A	A	A
Qatar History	4	5	6	A	B	B

Example Report (KS4)

	Durham School for Girls Doha			
	Name			
	QID			
	Form Group			
	Form Tutor			
	Attendance	X Days Late	X Days Absent	X Total Days

Subject Assessment of Progress (IGCSE subjects)							
Subject	Target Grade	Progress Grades			Learning Grades		
		Term 1 Grade	Term 2 Grade	Term 3 Grade	Attitude to learning	Contribution in lessons	Independent learning
Arabic	8	7	7	8	A	B	A
Art Textiles	3	1	2	2	A	A	A
Biology	4	2	2	3	B	C	C
English	4	2	2	3	C	C	C
Geography	5	4	5	4	B	C	B
Mathematics	5	5	6	6	A	B	B
Physics	4	1	2	3	B	C	C
Travel	C	D	D	C	B	B	A
PE (non examined)					C	C	C

Ministry Subjects Assessment of Progress						
Subject	Progress Grades			Learning Grades		
	Term 1 Grade	Term 2 Grade	Term 3 Grade	Attitude to learning	Contribution in lessons	Independent learning
Islamic Studies	6	5	6	A	A	A

Example Report (KS5)

	Durham School for Girls Doha			
	Name			
	QID			
	Form Group			
	Form Tutor			
	Attendance	X Days Late	X Days Absent	X Total Days

Subject Assessment of Progress (IGCSE subjects)							
Subject	Target Grade	Progress Grades			Learning Grades		
		Term 1 Grade	Term 2 Grade	Term 3 Grade	Attitude to learning	Contribution in lessons	Independent learning
Arabic	A	C	C	B	A	B	A
Biology	C	E	E	D	B	C	C
Chemistry	C	D	C	C	C	C	C
English	B	U	E	E	B	C	B

Ministry Subjects Assessment of Progress						
Subject	Progress Grades			Learning Grades		
	Term 1 Grade	Term 2 Grade	Term 3 Grade	Attitude to learning	Contribution in lessons	Independent learning
Islamic Studies	6	5	6	A	A	A

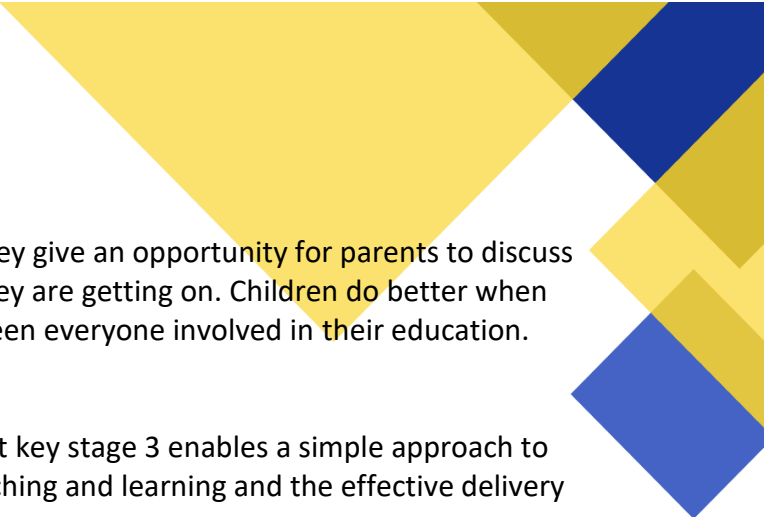
Learning Grades

Learning Grades will also be reported on a termly basis. It is recognised that attitude to learning, contribution in lessons, and the ability to learn independently significantly contribute towards success in outcomes.

Terminology	Explanation
Attitude to learning	This encompasses how your child approaches the lesson. Whether they are trying their best in all aspects of the subject and their attitude towards how they complete and do work.
Contribution in lessons	This is how much your child contributes in the lesson, including answering and asking questions. This shows confidence and willingness to learn.
Independent learning	This includes homework commitment, as well as the ability to be able to study and revise without teacher prompts.

Tracking and reporting to parents

Reporting is an integral part of our communication and collaboration with parents. The aim is to provide information which enables parents to understand how their child is performing at school and to enable them to help and support their child to improve. Parents will receive three Data Reports per year. The Data Report is a one-page profile which reports on a child's progress in each subject, attitude, contribution to lessons and independent learning in response to feedback.



Parents' Evenings are also important because they give an opportunity for parents to discuss what their child is learning at school and how they are getting on. Children do better when information about their learning is shared between everyone involved in their education.

The Benefits of the DSGD Assessment System

A model of assessment without grades / levels at key stage 3 enables a simple approach to assessment and allows teachers to focus on teaching and learning and the effective delivery of our curriculum.

Directly linking the assessment of students' attainment and progress to our curriculum means that assessments should be better-tied to curriculum content which includes powerful knowledge and key skills our students should acquire by the end of each scheme of learning, year and key stage.

In particular, both students and teachers should expect to benefit by:

- Smoother transition between key stages
- The development of a 'growth mindset' where students are focused on progress more than attainment, so that they do not place false ceilings on their achievement.
- An increased emphasis on effort and the development
- Real stretch and challenge for all of our students.

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 Secondary 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.
- 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.