



Oxford English School

مدرسة أكسفورد الإنجليزية ذ م م

To create imaginative, confident and responsible generation
by imparting high quality, student centred education within a
safe, caring and supportive environment.
لخلق جيل متفهم وواثق ومسؤول من خلال تقديم تعليم عالي الجودة
في بيئة آمنة ورحيبة وداعمة.

Academic Year (2026/27)

Assessment Policy

1. Purpose:

At Oxford English School, we believe that assessment provides the basis for informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress. Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

2. Aims and objectives

- The aims and objectives of this policy are:
- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning.
- To provide the information that allows school leaders and stakeholders to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

3. Types of assessment:

- At Oxford English School, we use a combination of formative and summative assessment as outlined below:
- Formative Assessment (Assessment for Learning – AFL)
- Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge
- Identify next steps for learning
- Inform future planning
- Enable appropriate strategies to be employed
- Facilitate the setting of appropriate targets for the class, group, and individual
- Track the child's rate of progress

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- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

identify attainment through one-off standardised tests at any given point in time

- record performance in a specific area on a specific date
- provide age-standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1, and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

Year 1: Phonics screening check

Year 2: English/Maths NCTs and performance indicators

Year 6: English & Maths NCTs and scaled scores, national sampling for Science.

1. **Planning for Assessment:** The Early Learning Goals and National Curriculum Programmes of Study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum and provide the markers to assess both formative and summative approaches. Lessons are planned with clear learning objectives, based on the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils. Teachers use focused marking, questioning and observations to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

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Assessment and Reporting in the Foundation Stage Continuous assessment of students' achievement of the Learning goals across the seven Learning areas from the Early Years Framework occurs over the academic year. This is assessed through the use of Long observations, Short Observations, focus activities, and questioning. The information is recorded in individual student portfolios to give show progress, acquisition and achievement of the Learning goals, as stated in the Early Years Learning Outcomes document.

At the end of each term, information gathered will be recorded in a Term Report for each EYFS student and shared with parents. The information will state if the student is assessed against the early learning goals and recorded at 'emerging', an 'expected', or 'exceeding' level. This will also be noted for Arabic and Islamic Studies.

All assessment information is filed in Individual Student Profiles to ensure there is comprehensive documentation of the student's progress over their EYFS years.

Assessment and Recording in Key Stage 1 and 2 Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.

Continuous assessment using end of topic tests, projects (with accompanying Rubrics), and short tests are used to provide ongoing information on achievement of curriculum Learning objectives across each term. The results of these will be used to provide information and grades when reporting to parents. Parent will receive reports each term giving information on students' progress and grades.

Diagnostic and Baseline information needs to be collected at the beginning of the academic year in English, Maths and Arabic. This will be used to set targets for individual students, to inform teacher planning of the class programme, and to provide data for analysis of baseline student performance. At the completion of the Academic year, all students will be tested with similar tests to provide data to be used for analysis of individual student achievement and progress, class progress and achievement and comparative data analysis across the years.

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4. Setting Tests for Assessment Purposes

Diagnostic tests, topic tests and other short tests need to be send to Manager in charge of the Year group to be checked and approved to ensure that they will give a true indication of the Learning objectives being assessed as being achieved or not.

As marks go towards the grades that will indicate if a student will pass or fail, the marking of tests need to be moderated across the year groups.

A file for each year level containing all tests given for grading purposes should be kept by Management.

5. Marking Policy

All students will receive regular verbal and written feedback on their work. Marking should be diagnostic and meaningful.

Marking should regularly include next steps/targets for students to work towards.

All branches of Oxford English School should use the same marking procedure when they are doing the standardised tests across schools. These need to be moderated to ensure consistency.

Each school will have its own marking procedure that outlines the expectations and guidelines on regularity of marking, and the method of to be used marking at the EYFS, Primary and Secondary level. This will sit alongside this Oxford/GPS assessment policy.

6. Assessment Records

Teachers will keep records of assessment results, observations and target acquisition of every student within their class.

Each student will have an individual portfolio which contains assessment information and work samples. These will be cumulative over their school years – EYFS, Primary and Secondary – and will be passed on to consecutive teachers. This is to ensure that each student is progressing, and if they are not, a way forward to find out why can be found.

7.External Assessments:

External Assessments application and alignment with school Curricula:

Year 2 and Year 5 students are prepared annually for the GL assessments in English and Mathematics, a crucial International Test. Both students and teachers undergo thorough training to ensure their readiness and success. Students are familiarized with the assessment format through sample questions and receive guidance on using headphones for the audio component of the International Assessments.

Simultaneously, teachers received external training to enhance their ability to support students. They provided weekly practice sheets to students for ongoing preparation and conducted revision sessions in class, focusing on successful completion of the assessment. The outcomes of these exams will serve as a basis for the school's future

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training initiatives, aiming to continually elevate the students' performance in subsequent International Examinations.

The progress test in English assesses students' technical English skills (spelling, grammar, and punctuation) and reading comprehension (understanding of a passage). Questions vary in type from gap-fill spelling questions and simple multiple-choice, to inference-based comprehension questions testing higher-order thinking skills.

The progress test in Maths monitors students' mathematical skills and knowledge, in areas such as number, shape, data handling, and algebra, as well as their mathematical reasoning and problem-solving skills. In Year 5, students will take a mental maths exam, which will test their ability to solve numerical equations without using paper or a calculator. Questions vary in type from simple numerical calculations to questions that require working out stages to be demonstrated, as well as mathematical problem-solving questions.

External assessments play an important role in education by benchmarking student performance and aligning school curricula with broader academic and societal goals.

7. Report Cards

Oxford English School conducts regular meetings with parents, both online and in person, to keep them informed about their child's academic progress. During these meetings, detailed instructions are provided and documented, either online or in written parent meeting forms, to highlight areas that require attention. This ensures that parents are aware of specific areas where their involvement is needed to enhance their child's behaviour and academic performance.

Additionally, the school hosts termly Parent-Teacher meetings before and after the assessments, allowing discussions about the student's progress and the implementation of necessary measures to support their success. Any concerns raised by parents are recorded and promptly addressed by the administration and teachers.

To facilitate ongoing communication, teachers at Oxford English School utilize Microsoft Teams to send messages to parents and vice versa. This fosters a transparent and open line of communication between teachers and parents, promoting collaboration to enhance the overall learning experience.

Furthermore, students performing below the required percentage in their respective year levels receive additional support, accompanied by an individualized report to address their specific needs. This comprehensive approach aims to ensure the academic success and overall development of each student at the school.

EYFS Report Cards:

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PHYSICAL DEVELOPMENT				
	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Needs Improvement
TERM 1				
TERM 2				
TERM 3				
Comment:				

ARABIC				
	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Needs Improvement
TERM 1				
TERM 2				
TERM 3				
تسمية الطفل (الإنجليزي):				

ISLAMIC STUDIES				
	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Needs Improvement
TERM 1				
TERM 2				
TERM 3				
تسمية الطفل (الإنجليزي):				

Date : 20-03-2025

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Early Years Report
PRESCHOOL BEES
TERM 2 - 2024-2025

Student's Name			
Date of Birth		Student No.	
Student's Qatar ID		Class	
Class Teacher			

	TERM 1	TERM 2	TERM 3
Days In Term			
Days Present			
Days Present Online			
Days Absent Excused			
Days Absent			
Days Left Early			

* Indicates Excessive absences/Days Late

Key :

Exceeding Expectations	* Learning abilities are beyond what is expected * Evidence that most learning outcomes exceed expected level
Meeting Expectations	* Demonstrates satisfactory academic performance * Evidence that most learning outcomes have been met
Approaching Expectations	* Needs support in some areas * Evidence of progress towards some learning outcomes but inconsistent work
Needs Improvement	* Little progress towards learning outcomes * Requires support
N/A	*Not Applicable

Final Comment

Principal

Student's Name :		Class : PRESCHOOL BEES		
COMMUNICATION, LANGUAGE AND LITERACY				
	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Needs Improvement
TERM 1				
TERM 2				
TERM 3				
Comment:				

MATHEMATICS				
	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Needs Improvement
TERM 1				
TERM 2				
TERM 3				
Comment:				

UNDERSTANDING OF THE WORLD (SCIENCE)				
	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Needs Improvement
TERM 1				
TERM 2				
TERM 3				
Comment:				

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT				
	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Needs Improvement
TERM 1				
TERM 2				
TERM 3				
Comment:				

EXPRESSIVE ART AND DESIGN				
	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Needs Improvement
TERM 1				
TERM 2				
TERM 3				
Comment:				

Year 1 to 6 Report Card

Oxford English School
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KEY STAGE 1
YEAR-1 BLUE
TERM 1 - 2024-2025

Student's Name			
Student's No		Student's Qatar ID	

307771
K: 12968



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Subject	Teacher	Term 1 Average (40% of year total)	Term 2 Average (40% of year total)	Term 3 Average (20% of year total)	Year Total	Overall Grade for the Year
English						

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Math						
Science						
Social Studies						
Arabic						
Islamic Studies						
Qatar History						
ICT						
PE						
Art						

Achievement Grades:

A* = Outstanding

Is exceeding expectations in all aspects of the subject

A = Excellent

Is achieving an exceptionally high standard in all aspects of the subject

B = Very Good – Above Average

Is achieving very good standards of work, understanding and skills

C = Good

Is achieving good standards of work, expected for the age group

D = Developing

Achieving the minimum level expected for the age group

E = Emerging

The child's work is below the expected level for the age group

F = Fail

The child displays limited understanding and has difficulty with all of the work, failing year group level

N/A = Not Applicable

درجات الانجاز:

A*=متميز - متفوق

ممتاز يتجاوز التوقعات في جميع المواد الدراسية.

A = ممتاز

يحقق مستوى عالي بشكل استثنائي في جميع المواد الدراسية.

B = جيد جداً

تحقيق مستويات جيدة جداً من العمل والفهم والمهارات.

C = جيد

يحقق معايير عمل جيدة تتناسب مع الفئة العمرية.

D = مقبول

يقترّب بلوغ المستوى الأدنى المتوقع للفئة العمرية.

E = أقل من المتوسط

عمل الطالب أقل من المستوى المتوقع للفئة العمرية.

F = راسب

لديه صعوبة في تحصيل المواد الدراسية.

N/A = غير قابل للتقييم

Key	Fail	Emerging	Developing	Good	Very Good	Excellent	Outstanding
	راسب	أقل من المتوسط	مقبول	جيد	جيد جداً	ممتاز	متميز - متفوق
	F	E	D	C	B	A	A*
%	Below 49	50 – 59	60 - 69	70 - 79	80 - 89	90 - 96	97 - 100

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Student's Name / اسم الطالب _____

Class / الصف _____

Parents Name / اسم ولي الأمر _____

Parent's Signature / توقيع ولي الأمر _____

8. Care for students with special learning needs including talented, high achievers, and special needs students

Oxford English School believes in maintaining an inclusive environment that fosters a classroom culture that respects and celebrates diversity in ability and abilities and talents. Collaboration with parents, specialists and support staff is vital to understand meet students' needs.

Oxford English School recognizes gifted and talented students. Students are identified in different subject areas academic and non-academic i.e. Technology, Art, PE, English, Math, Science, Arabic, Islamic. The school works with local organisations and parents to find initiatives, events and activities to further enhance and support these talents.

Gifted and talented students will show a combination of any of the several of the following characteristics:

- Ability with language use
- Logical reasoning ability
- Imagination and creativity
- Reading skill above his/her level
- Wide general knowledge
- Excellent memory skills
- The ability to engage in problem-solving
- Focused concentration on specific tasks
- Accurate observation

Oxford English School does not have facilities for special needs students, and we do not intentionally register them. We only have an intervention program for students who may need additional academic support.

Oxford English School employs an Individual Learning Plan for each year group. Teacher's and support teachers craft personalized accommodations for students, addressing their unique learning challenges. Identification of students in need occurs during the diagnostic testing period, specifically focusing on those whose subject marks

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fall below the average. This process triggers the implementation of customized support strategies to ensure each student receives targeted assistance in their academic journey.

Appendix 1: Examples of Assessment materials, tools and tests

Reading	• Focused marking • Pupil observations • Book/work scrutiny • Guided Reading Records • Phonics assessment materials (including flashcards, real/invented word tests, robot-talking words; sight recognition of high-frequency words) • Salford Reading Test • Teacher-planned comprehension tests/activities • Phonic phase assessments • AfL • SATs Reading Comprehension (Year 2, 6), optional SATs (Year 3, 4, 5)
Writing	• Focused marking • Pupil observations • Book/work scrutiny • Writing samples (independent where possible) • Phonics assessment • Results of class tests (e.g. weekly spelling tests) • SATs Reading Comprehension (Year 2, 6), optional SATs (Year 3, 4, 5) • Pupil self-assessment
Maths	• Focused marking • Pupil observations • Book/work scrutiny • Results of class tests (e.g. tables tests) • Maths unit tests • SATs Reading Comprehension (Year 2, 6), optional SATs (Year 3, 4, 5) • Pupil-self assessment

Appendix 2: Examples of Contents of Class Assessment Folder/Individual Student Portfolios

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Term 1	English - Update of APP-based tracking grids for reading and writing based on focused marking and observations of children's learning - Running records/guided reading records - Independent writing samples - Assessments of phonic phase for each child (EYFS/KS1) - Set new learning targets Maths - On-going update of APP-based tracking grids for maths based on focused marking and observations of children's learning - Set new targets Foundation Subjects - Record significant progress against HPC learning targets - Update Class Pupil Progress Profile
Term 2	English - On-going update of APP-based tracking grids for reading and writing based on focused marking and observations of children's learning - Running records/guided reading records - Independent writing samples - Assessments of phonic phase for each child (EYFS/KS1) - Set new learning targets Maths - On-going update of APP-based tracking grids for maths based on focused marking and observations of children's learning - Set new targets Foundation Subjects - Update Class Pupil Progress Profile
Term 3	English - On-going update of APP-based tracking grids for reading and writing based on focused marking and observations of children's learning - Running records/guided reading records - Independent writing samples - Assess phonic phase for each child (EYFS/KS1) and update phonic phase grid - Year 1 Statutory Reading Test - Year 2 and Year 6: NCT Tests - Reading, Writing and Spelling and Teacher Assessments - Set new targets - National Curriculum progress check and targets recorded on End of Year Report Maths - On-going update of APP-based tracking grids for maths based on focused marking and observations of children's learning - Year 2 and Year 6: SATs Tests -Written and Mental and Teacher Assessments - Set new targets - National Curriculum levels and targets recorded on End of Year Report Foundation Subjects - Record significant progress against HPC learning targets and complete End of Year Report - Update Class Pupil Progress Profile

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