



NADEEN
SCHOOL
BAHRAIN

Assessment Policy

Vision and Mission

We are a child-centred, inclusive and diverse family with a shared love of learning. Our mission is to provide a caring, nurturing and empowering environment in which all children can learn and thrive. Our children and team have the skills and mindset to:

- think, explore and grow
- celebrate and respect ourselves and the people around us
- be compassionate and have a positive impact on the world

Values

Respect

Unity

Compassion

Growth

Purpose

Effective assessment and feedback aims to ensure that all students make progress in their learning. It also provides information to improve teaching and learning. Students receive regular feedback to understand where they are in their learning and what they need to do to improve. This policy sits alongside the Marking and Feedback Policy.

See **Marking and Feedback Policy**.

The aim of this policy is:

- To enable students to demonstrate their progress in their work.
- To help students understand what they need to do next to improve their work
- To allow teachers to plan work that accurately reflects the needs of each student
- To provide regular information for parents that enable them to support their child's learning

Different types of assessment

At Nadeen School we use several different types of assessment to inform learning:

- Ongoing formative assessment which includes: observations, questioning, discussions, quizzes and reviewing of student work. The results of formative assessment have a direct impact on planning, teaching resources and strategies employed immediately following the assessment.
- Summative assessment which includes: teacher facilitated assessments both individual and collaborative. Standardised assessments designed by Cambridge. These results are all recorded in the **markbook**, and are shared with students and parents.

The above assessments are used to assess that the overall National Curriculum standards are being met for tracking purposes.

Reporting to parents

Parents are informed of their child's progress in school through the following strategies:

- Open Door Policy: parents are able to contact teachers to arrange an appropriate time to discuss their child's progress.
- Written reports: Administered termly in both Primary and Secondary.
- Parent Meetings: Scheduled formally twice a year.

Moderation

Teachers and subject leaders hold regular meetings to discuss moderation, ensuring that consistent judgements about standards in the school are made. Year group teachers meet regularly with their peers to compare pieces of work. Referring to Subject Leads, Phase Leaders or Senior Leaders as needed.

Review:

Written by:	SA
Reviewed by:	PW
Reviewed on:	July 2023
Indicative Review Date:	July 2024

All policies will be reviewed as above or as and when needed.