POLICY
1

Assessment and Reporting Policy

For Ta'allum Group

Our Schools are Fully Accredited by

WASC ACCREDITING COMMISSION FOR SCHOOLS

For Year 2022-2023 as of October 2022

Amendment Record

This Policy is reviewed to ensure its continuing relevance to the systems and processes that it describes. A record of contextual additions or omissions is given below.

Page no.	Context	Revision	Date
	A New Assessment Model		December 2017
	Updates		September 2018
20,21,30-33	Brief Review and Amendments		September 2019
	Brief Review and Amendments		November 2021
	Updates		October 2022

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Ta'allum Vision, Mission and Motto

Ta'allum Group's Vision

We aspire towards being a progressive institution of learning experiences by offering a quality education based on an Islamic ethos that aims to serve humanity.

Ta'allum Group's Mission

To establish premier educational institutions which are committed to a unique brand of holistic education.

Our goal is to help every child to learn and acquire Islamic knowledge alongside building a solid foundation in all academic subjects. This will help them develop and gain true Islamic values and thereby make a valuable, correct moral and social contribution to the community in which they live.

Ta'allum Group's Motto

''Creative learners today, our future leaders tomorrow"

Ta'allum Schools Learner Outcomes

Academic Achievement and Leadership with Islamic Values are the characteristic hallmarks of our students. Here at Ta'allum schools we believe that in order to ensure all our students to achieve at the highest level we need to actively support them through curriculum and enrichment in developing the right characteristics. This is what distinguishes our students from other.

Learner Outcome 1	**Our students are Academic**
Strand 1:1	They are lifelong learners
Strand 1:2	They are creative thinkers
Strand 1:3	They are bilingual
Strand 1:4	They are confident
Strand 1:5	They are innovative
Strand 1:6	They are independent
Learner Outcome 2	**Our students are Leaders**
Strand 2:1	They have strength of character
Strand 2:2	They are organised
Strand 2:3	They are confident
Strand 2:4	They are responsible
Strand 2:5	They are future leaders
Learner Outcome 3	**Our students practice and exemplify Islamic values**
Strand 3:1	They adhere to the Five Pillars of Islam
Strand 3:2	They have good morals
Strand 3:3	They are polite
Strand 3:4	They are considerate

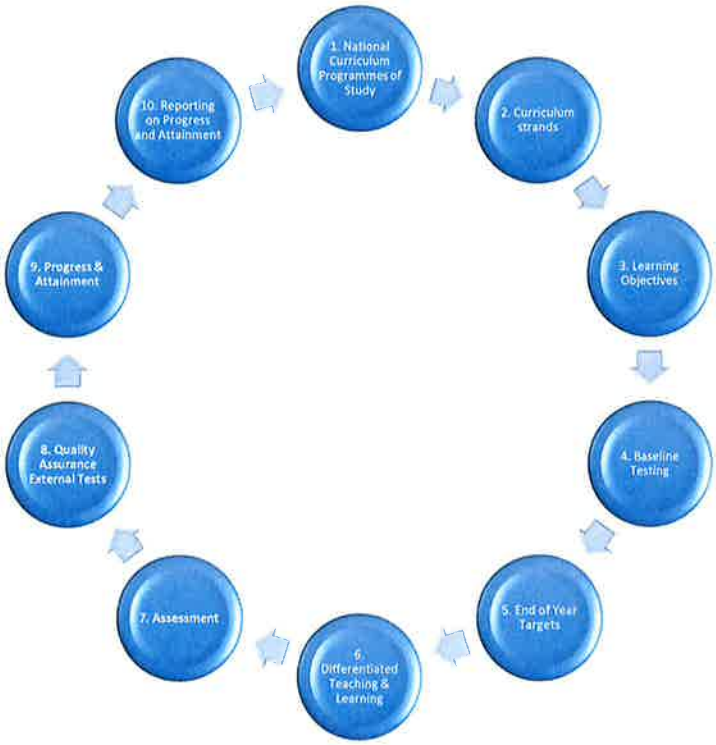
Glossary

Attainment	standards reached by students (the learning, knowledge, skills and understanding students show in classwork, homework and in assessments)
Progress	gains in learning; movement from one attainment level/ grade to the next
Achievement	how well students perform in terms of attainment and progress
EYFS	Early Years Foundation Stage
KS1	Key Stage 1 (In Ta'allum schools this refers to Years 1-3)
KS2	Key Stage 2 (In Ta'allum schools this refers to Years 4-6)
KS3	Key Stage 3 (In Ta'allum schools this refers to Years 7-8)
Lower KS4	Lower Key Stage 4 (In Ta'allum schools this refers to Year 9)
KS4	Key Stage 4 (In Ta'allum schools this refers to Years 10-11)
GCSE	General Certificate of Secondary Education
IGCSE	International General Certificate of Secondary Education
AS Level	Advanced Supplementary Level
CEM	Centre for Evaluation and Monitoring

Assessment & Reporting Process Overview

1. We begin with the National Curriculum and EYFS Programmes of Study
2. Programmes of Study are broken down into Curriculum strands
3. Curriculum Strands are broken down into Learning Objectives
4. The students current standing/ Starting point is identified via robust Baseline Testing
5. The students End of Year Target is identified
6. Teachers work through the Curriculum strands to deliver comprehensive differentiated teaching and learning which supports students in achieving their targets
7. Assessment takes place formatively; on a day-to-day basis, and summatively by Mid Semester and End of Semester. Mid Semester is assessed via a Teacher Assessed (TA) mark linked to the Programme of Study) and End of semester is assessed via Ta'allum Standardised Tests.
8. Quality Assurance External Tests are used at EYFS and KS2- KS3 to Quality Assure (QA) the results of Ta'allum Standardised Tests.
9. The Results of summative assessment (Ta'allum Standardised Tests) inform us about the Progress and Attainment students have made

This Assessment Policy links to the following Ta'allum Policies: *Primary and Secondary Curriculum Policies, Teaching and Learning Support Policy, Marking and Feedback Policy, Human Resources Job Descriptions, Learning Support, Gifted and Talented Policy, Criteria for Promotion and Retention and EYWG Policies.*



1. Ta'allum's Vision for Assessment

Assessment is at the heart of the educational process, an essential part of teaching and learning and central to our curriculum. It is the process by which we identify whether students' learning has been successful and whether teaching has been effective. Assessment informs all stakeholders in the Teaching and Learning process; teacher, students, parents and managers.

Ta'allum schools employ a range of assessment tools to ensure that effective assessment is embedded in the teaching and learning process. A wide range of formative and summative assessment tools are used throughout the teaching cycle. We consider formative assessment to be highly effective in developing students' learning and promoting progress. Summative assessments are formal tests/exams in which we formally test the level of student understanding of the learning which has taken place. In the last 3 years, increasingly Mid Semester and End of Semester assessments have been administered using the OWLTS online system.

2. Aims and Purposes of Assessment

Assessment is an essential part of learning and should be central to the Academy's curriculum. It is the process by which we identify whether an individual's learning has been successful and whether our teaching has been effective. Without assessment, learning cannot be judged.

Recording and reporting of assessments are vitally important. Students need to be aware of how well they are doing in school. They need to know how well they are performing in relation to their potential; what level they are working at and what they need to do in order to improve and move on to the next level. Parents also need to know how well their child is progressing and developing. Assessment is therefore at the heart of the educational process.

3. Our Commitment

To achieve our aims, assessment practice in our schools adheres to the Ten Principles for Assessment for Learning set out by the Assessment Reform Group (2002). The Principles which govern Assessment for Learning in our schools are as follows:

Assessment for learning should be part of effective planning of teaching and learning

A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned.

Assessment for learning should focus on how students learn

The process of learning has to be in the minds of both learner and teacher when assessment is planned and when the evidence is interpreted. Learners should become as aware of the 'how' of their learning as they are of the 'what'.

Assessment for learning should be recognised as central to classroom practice

Much of what teachers and learners do in classrooms can be described as assessment. That is, tasks and questions prompt learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted and judgements are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve both teachers and learners in reflection, dialogue and decision making.

Assessment for learning should be regarded as a key professional skill for teachers

Teachers require the professional knowledge and skills to: plan for assessment; observe learning; analyse and interpret evidence of learning; give feedback to learners and support learners in self-assessment. Teachers should be supported in developing these skills through initial and continuing professional development.

Assessment for learning should be sensitive and constructive because any assessment has an emotional impact

Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give. Comments that focus on the work rather than the person are more constructive for both learning and motivation.

Assessment for learning should take account of the importance of learner motivation

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in areas where they have been made to feel they are 'no good'. Motivation can be preserved and enhanced by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.

Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed

For effective learning to take place learners need to understand what it is they are trying to achieve - and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

Learners should receive constructive guidance about how to improve

Learners need information and guidance in order to plan the next steps in their learning. Teachers should:

- pinpoint the learner's strengths and advise on how to develop them
- be clear and constructive about any weaknesses and how they might be addressed
- Provide opportunities for learners to improve upon their work.

Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

Assessment for learning should recognise the full range of achievements of all learners

Assessment for learning should be used to enhance all learners' opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and to have their efforts recognised.

These 10 principles will underpin the learning and teaching pedagogy at the Academy, and staff will receive appropriate training and support to ensure that they understand the principles and are able to put them into practice in their classrooms. In addition to our assessment for learning we also conduct formal summative assessment (assessment of learning)

In Summary

In order to achieve our aims, assessment practice in our schools will:

- Provide information which identifies progression in learning through our Curriculum Programmes of study. *(EYFS, Primary and Secondary Curriculum Policies)*
- Provide information for target setting for individuals, groups of learners; Year Groups and Schools
- Share learning goals with children
- Involve children in self-assessment
- Support students to know and recognize their goals
- Assess all subjects every semester using a common format and make relevant comments about students' progress
- Inform parents and other interested parties of children's progress
- Identify children for intervention and adjust plans to meet the needs of the students, differentiating objectives and success criteria, where appropriate *Teaching & Learning Policy (2022-2023)*
- Raise standards of Teaching and Learning
- Incorporate both formative and summative assessment opportunities in medium and short term Teaching and Learning planning
- Ensure students are aware of the learning objectives and encourage them to evaluate their progress so as to set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the students so that they are involved in the process
- Ensure work is marked in a constructive and informative manner, in accordance with the Marking and *Feedback Policy (2021-2022)*

- Regularly complete critical self-evaluation and review practice in all our schools.

4. Forms of assessment

Ta'allum Academies employ a number of different forms of assessments integral to learning and teaching. These different forms of assessment enable teachers to gain knowledge about their students' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every student.

- **Baseline assessments-** This provides information about students' performance on entry to a year group

- **Formative** – This is the ongoing process in which a student's positive achievements can be recognised, discussed and recorded. It is used by teachers, together with the student, to plan the next appropriate stage of learning.

- **Diagnostic** – This form of assessment identifies learning difficulties and is used to ensure that appropriate help and guidance is provided.

- **Summative** – This provides a picture of the overall achievement of a student at the end of a particular stage / phase / year etc. It allows teachers to make overall judgements based upon evidence gathered through formative assessments over an extended period of learning.

- **Predictive-** This provides an indication of a student's aptitude and potential, and enables academies to set target grades.

5. The Purpose of Assessment for Stakeholders

Students

The purpose of assessment for our students is:

- To identify particular strengths and areas for development and enable differentiated work to be developed for the individual student.

- To measure the progress and attainment of students.

- To help students take responsibility for their own learning and encourage discussions with teachers about their progress against targets.

- To enable students to have a clear understanding of their progress in all subject areas.

- To record achievements and experiences both in and outside school, which builds a whole picture, so that detailed and accurate records are kept for each student.

Staff

The purpose of assessment for our staff is:

- To use assessment which will inform effective lesson planning.
- To inform our planned learning outcomes for lessons.
- To enable staff to feedback to students on progress and to record achievement gained by students.
- To inform staff as to the individual student's progress in relation to expected curriculum objectives/ outcomes and in relation to students of similar ability in Ta'allum schools and external standardized benchmarks.
- To ensure continuity and progression across all key stages and to make sure that work given to newly arrived students is sufficiently challenging for them.
- To make the statutory target setting procedures more accurate.
- To enable different groups of students' progress to be monitored closely.
- To enable teachers to set specific targets for the students they teach.
- To enable departments to set targets for their subject area.
- To enable underperforming students to be identified quickly and intervention put in place.

Parents and the Wider Community

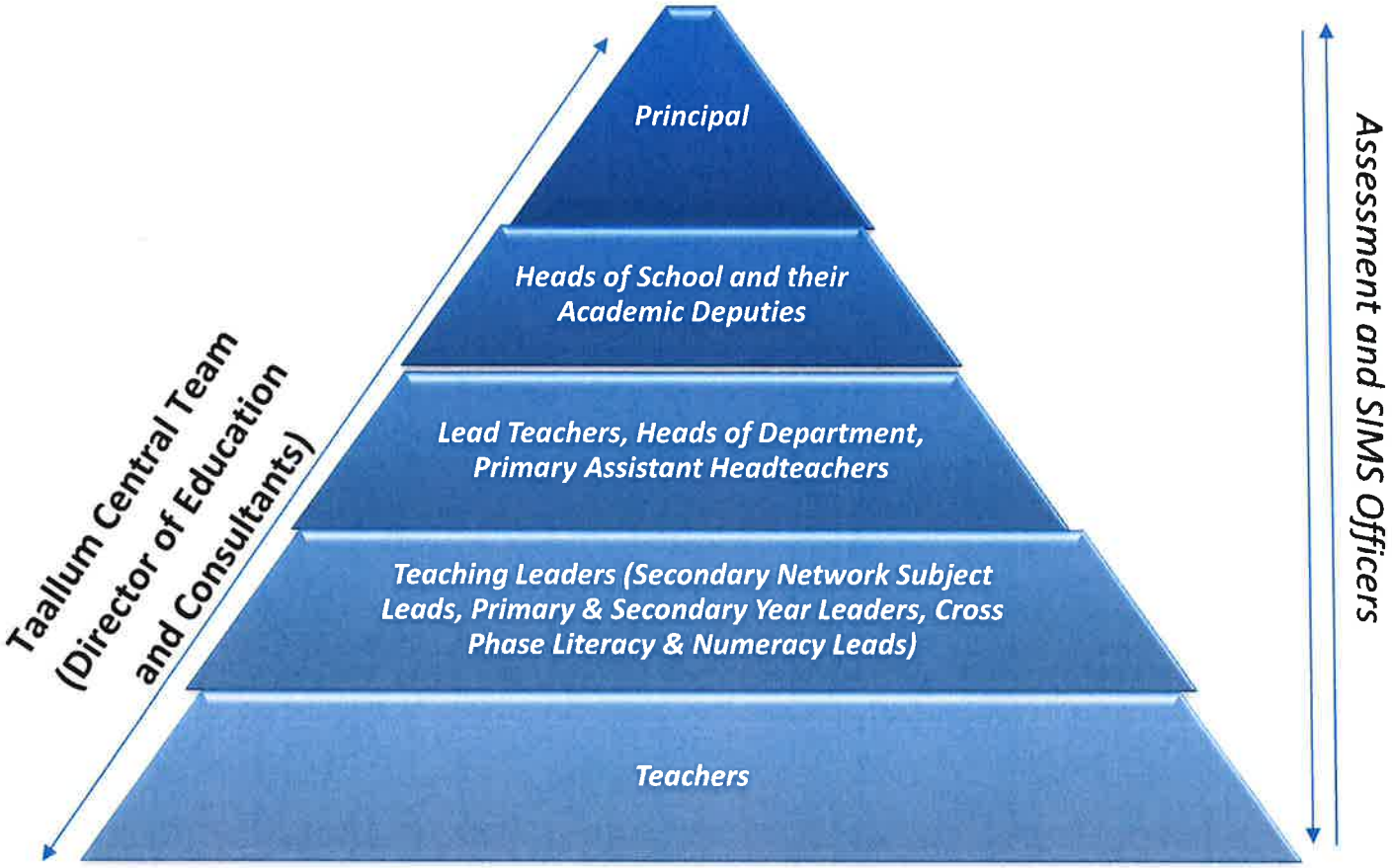
The purpose of assessment for parents and the wider community is:

- To regularly inform parents of their child's progress and achievement
- To provide information for parents and students in preparation for subject choices to be made when entering IGCSE and Year 12.
- To provide employers, universities, and colleges with an accurate record of each student's positive attainment.
- To facilitate accurate forecasts for the end of KS3/4 or Year 12 in terms of exam performance.

6. Assessment Intervals

There are five Assessment tracking points in the year: **September** (Baseline); **October** (Mid Semester); **December** (End of Semester One); **March** (Mid Semester); and **June** (End of Semester). The dates of these are detailed in the school's Academic calendar which is published in September each year and available on the school website.

7. Roles and Responsibilities



Overview

Student progress and attainment are monitored after each assessment interval. The Academy Data Team (SIMs and Assessment) produces reports for each Head of Department, School Leader and Ta'allum Central Team. Information on Assessment outcomes informs future planning at all levels.

Responsibilities of Teachers

- To set realistic and challenging targets for all students in lessons. End of year targets will be derived from GL Assessments and End of Year exams in the previous school year.
- To monitor students' progress against these targets.
- To mark students' work in-line with the Ta'allum Marking Policy promptly and give feedback in written and/or oral form as to how students may improve their work.
- To inform students of the assessment criteria
- Maintain a record of evidence to support judgements of student outcomes in all assessments
- Record all formal assessments.
- To use data derived from Power BI to support planning to meet students' needs.

Responsibilities of Teaching Leaders

- *Secondary Lead Teachers.* The role of Lead Teachers is an important and accountable one in coordinating and standardising subject developments across Ta'allum Schools in teaching, learning and assessment.
- *Secondary Year Leaders:* Achievement Leaders in secondary will take a view of student progress across subjects and arrange intervention and parental liaison where needed, they ensure that close monitoring and intervention takes place, usually via weekly reports
- *Primary Achievement Leaders*: Primary Year Leaders take a lead in curriculum planning for year groups, ensuring that learning objectives to be assessed are covered; work with other leaders to identify and address any gaps in learning for year groups.
- *Primary English & Maths Leaders:* English and Maths leaders support teachers, Heads of Departments/ Schools and Assistant Headteachers in driving improvements in these fundamental subjects. They train teachers, model best practice in teaching and learning, marking and assessment practices, support with moderating assessments and with data analysis. They identify underachieving students and shape support and intervention to help student to reach their targets.

Responsibilities of Secondary Heads of Department & Primary Assistant Headteachers

- To ensure all members of their department carry out assessments in line with this policy and departmental assessment policies.
- Work is planned so that learning outcomes and assessment criteria are identified.
- Work on cross network planning with the Lead Teachers.
- To ensure that department members have a good understanding of level descriptors in relation to external and internal attainment targets and there is a good understanding of how to mark student work in relation to this.
- Underachieving students are identified and interventions are put in place to support them, and strategies implemented to monitor their progress more closely.
- Assessment within the department is properly moderated and consistent within the department and with other Ta'allum schools.
- Ensure all exam regulations and protocols for controlled assessments are adhered to
- There is systematic analysis and planning to address gaps in learning following the *five* Assessment tracking points in the year.

Responsibilities of Heads of School and their Deputies.

- To liaise and coordinate with all responsible groups and individuals: Heads of Department, Exams Officer, Principal and Ta'allum Central Office Team, to ensure the efficiency of the assessment process.
- To ensure analysis of exam and test outcomes is carried out and used effectively to further improve performance (either through targets and predictive data or through reflection on actual outcomes both internal and external.
- Support and reinforce all processes to maintain the integrity of internal and external assessments is maintained
- Take the lead responsibility for overall administration of Ta'allum exams across the school. The responsibility to be carried out on a rotating basis (tri annual) with each Head of School coordinating for 2 Years at a time.

- To train teachers/staff on internal and external invigilation procedures

Responsibilities of the Principal

- To ensure that the Assessment Policy is followed within their academies
- To ensure that information on assessment is shared with stakeholders, including parents, in a timely way
- To ensure that leaders within academies carry out their roles in relation to assessment effectively
- To monitor the administration of assessments
- To check that the integrity of internal and external assessments is maintained
- To oversee assessment processes and ensure any remedial actions are taken where needed
- To provide an overview of assessment outcomes for their academies each semester to Taállum Central Office, outlining strengths, areas for development and next steps

Responsibilities of Exam Officer

- To register students in external examinations and to maintain the security of the log-in details for these Examining Bodies. Export results and provide these to the Principals, Heads of Schools and Ta'allum Office
- To manage the administration of all external exams
- Import students into the GL Assessment. Create Examination and Students' Access codes.
- To collate the internal exam timetables and contribute to aspects of administration including the secure photocopying of internal exam papers.
- To collate the external exam timetables and apply procedures as set by the various exam boards.
- Is responsible for reporting all malpractice to the Heads of School and Principal for Internal & External Assessments

Responsibilities of SIMS Coordinator

- To prepare mark sheets for the Programmes of Study/ relevant database and to liaise with the Assessment Coordinator and train all concerned staff in this regard.
- To make amendments to Programmes of Study content on SIMs where approved by Heads of School and Ta'allum Head Office
- To prepare EYFS mark sheets using formula to generate targets
- To generate targets for students based on attainment and progress indicators
- Support the Assessment Coordinator in preparing end of semester mark sheets.
- To liaise with the Assessment Coordinator and VLE coordinator in organizing the CEM and GL assessments
- To manage the process of collecting and disseminating data for all students
- To analyse the internal and external data for Heads of Schools, Principals and Ta'allum Office
- To liaise with Heads of School over targets, building in tolerance levels as needed, and support leaders in tracking progress towards targets.
- To keep Head Office informed of progress towards targets.
- To prepare and issue the Mid Semester, End of Semester and End of Year Report Cards

Responsibilities of Ta'allum Central Office Team (Director of Education and Consultants)

- To keep abreast of developments in assessment practices in education
- To research external assessments, making recommendations for adoption where relevant
- To liaise with external assessment organisations
- To quality assure (on a sampling basis) standardised assessments within Ta'allum, recommending any necessary modifications
- To support in ensuring the circulation of these assessments for administration within schools
- To check that internal marking and moderation processes are robust
- To support leaders in standardizing the collection and presentation of data
- To support leaders in understanding how to analyse assessment data, where needed
- To quality assure leaders' analysis of assessment data providing professional challenge and support, contributing to whole-school improvement in assessment practice.
- To inspect and quality assure assessment practice in Ta'allum schools at all levels.
  To make recommendations for improvements in types of assessment; systems for assessment, collection, collation and analysis.
- To ensure management are given data about students which allows curriculum leaders to make decisions.
- To make recommendations in relation to exam timetabling and monitor aspects of administration including the secure photocopying of internal exam papers.
- To liaise with Heads of School in order to create timetables for examinations

Responsibilities of Secondary Lead Teachers

Oversight & Responsibility within the subject & across Ta'allum schools to ensure consistency of:

- Assessment planning, development & implementation in line with Policy
- Analysis of all achievement data including ongoing student performance, exam results/mocks/tests etc.
- Data input, Tracking, Monitoring & Target Setting
- Reporting
- Intervention programs to support pupil progress at all levels, including SEN & G&T
- To prepare and collate mid semester and end of semester assessments and exams, abiding by all protocols to maintain the security and integrity of the Ta'allum Assessment procedures.

8. Student Targets

Target Setting is a key feature of assessment and reporting in all subject areas and at all key stages. The purpose of setting these targets is to challenge and inspire students to achieve at an aspirational level, to ensure students maintain direction throughout each year and to enable measurement of student progress. Progress targets will be set for all pupils reflecting expected aspirational progress through a 'continuum' from EYFS through to KS2 to the end of KS4 and KS5. (See: *Appendix 1 Progress Levels*)

9. How assessments are recorded

- Work in exercise books and digital resources are marked regularly and teachers maintain clear records of students' work. They provide students with written and oral feedback about their work. This indicates whether students have had difficulty accessing learning objectives, have begun to achieve learning objectives, secured learning objectives or mastered learning objectives, and provides students with next steps.
- Assessments are recorded in teachers' mark books/Department spreadsheets and on the school central database (SIMs) and inform future teaching, learning and assessment.
- Younger students in EYFS Nursery and Reception classes are also assessed through observation of their developing skills, recorded in portfolios and on the school central database.
- Projects and test marks check how well students have understood a topic and are recorded in SIMs and teachers progress record sheets.

10. Formal Assessments of Learning

First Semester assessments

In the first semester, the students undergo the following assessments:

- *Baseline tests Assessments (EYFS and Primary)* – These short assessments are carried out in the first few weeks of September and enable teachers to plan targets for children's learning).
- *Baseline Assessments EYFS* In Nursery baseline tests focus on the prime areas of learning (Personal social and emotional development, Communication and language and physical development). In Reception, students sit the CEM Base Progress test in Reading, Communication, Language and Literacy, Maths and Personal and Social Emotional development within the first half semester
- *Diagnostic Tests* – These are conducted at the start of a Semester or beginning of a new topic
- *Formative assessments* - These are conducted throughout the semester. This includes the Mid Semester Assessments which are planned on the Assessment calendar in October/ November.
- *Standardised Summative assessment (Ta'allum Tests)* will be conducted at the mid and end of First Semester for Years 1-12.
- *Standardised International Assessment Tests and Exams* – At EYFS and KS2-KS3 these tests are used to quality assure our assessments of baselines, progress, target setting and trajectory. This is further detailed in *Secondary Ta'allum School Assessment Handbook*. At KS4 Year 10 (accelerated Path students) and 11 students sit IGCSEs and in Year 12 students sit AS.

Second Semester Assessments

In the second Semester, the students undergo the following assessments:

- *Diagnostic Tests* – These are conducted at the start of a Semester or beginning of a new topic
- *Formative assessments* - will continue throughout the semester. This includes the Mid Semester Assessments which are planned on the Assessment calendar in March.
- *Standardised Summative Assessment (Ta'allum Standardised Tests)* - will be conducted at the mid and end of Second Semester for Years 1-10. At this reporting point, students will receive a summative report highlighting their academic performance (attainment and progress) in all learning areas for the second semester and for the Year Average in each subject.

- *Standardised International Assessment Tests and Exams* – At EYFS and KS2-KS3 these tests are used to quality assure our assessments of: baselines, progress, target setting and trajectory. This is further detailed in *Secondary Ta'allum School Assessment Handbook*. At KS4 Year 10 (accelerated Path students) and 11 students sit IGCSEs and in Year 12 students sit AS.

11. How assessments are reported to parents

Students' progress and attainment are reported to parents in the following way:

1. Mid Semester in Semester 1 Report card posted on the School Portal
2. Semester One Report Card posted on the School Portal
3. Mid Semester in Semester 2 Report Card posted on the School Portal
4. End of Year Report Card posted on the School Portal
5. Parents Evenings/ Mornings/ Portfolio days

Parents' evenings are important because they give parents an opportunity to discuss what their child is doing at school and how they are getting on. These also give parents the opportunity to cover any issues they may want to talk about with their child's teacher, or each subject teacher in case of secondary school students.

Two formal Parents Evenings are held each academic year, the first is in Semester One and the second in Semester Two. The dates of these are detailed in the school's Academic calendar which is published in September each year and available on the school website.

Mid Semester Reporting and Assessment

EYFS Mid way through each Semester, teachers will report on the Learning Objectives taught. Pupils attainment in each EYFS area of learning. This will give students and parents an indication of the students' learning and progress. This will be based upon 100% Teacher assessed judgements which will be moderated and agreed by leaders within the school, and across Ta'allum EYFS schools.

Primary Y1-6

Mid way through each Semester, teachers will report on the Learning Objectives taught. This will give students and parents an indication of the students' learning and progress.

Secondary students

Mid-way through each Semester teachers will report on the Specification Learning Objectives taught. This will give students and parents an indication of the student's learning and progress.

End of Semester Reporting and Assessment

EYFS

At the end of each Semester teachers will report on the child's attainment within each EYFS area of learning. This will give students and parents an indication of the students' learning and progress. This will be based on

teacher assessment of each pupil by using pupil outcomes, observations and annotations of pupils' attitudes and engagement in learning.

For Years 1-3 & and for Years 4-6 non -GL assessed subjects

At the end of each Semester teachers will report on the Learning Objectives taught. This will give students and parents an indication of the students' learning and progress. This will be based on the following:

An overall grade calculated from the total Mid Semester and End of Semester results will also be reported as the ***Final Semester Grade***.

Ta'allum Assessments – Mark Distribution Model 2022 – 2023 (red text = new)

The Ta'allum Mark Distribution model will take account of the extraordinary circumstances of the **short first semester** due to early closing of schools due to the Qatar World Cup Football Tournament.

EYFS Assessment

In Ta'allum Early Years Schools, both Standardised Assessments and Teacher Assessment provide knowledge and understanding of a child's performance. This information supports a teacher in planning and setting targets for each child to ensure that each child makes progress as the travel across their Nursery (KG1) or Reception (KG2) class.

Standardised Assessment:

At the Start and End of Year, a standardised, child friendly, age-appropriate assessment is used to establish starting points for each child. Each child's progress is measured at the end of the academic year as a child completes the End of Year standardised assessment. These assessments are performed on a 1:1 basis with a child and their class teacher. The standardised assessment information is used on a daily basis by the child's class teacher. This information is also used at the end of year to be passed to the new teacher when a child transitions to the next academic year.

Teacher Assessment:

At set dates across the year, teacher knowledge and understanding of a child's development and progress is assessed. These are known as Checkpoints. The teacher uses their knowledge and understanding of a child, their outcomes, independence, their confidence to work with others to assess each child in the Early Years Learning Areas of:

- Communication and Language,
- Personal and Social Development,
- Physical Development,
- Mathematics,
- Literacy,
- Expressive Art and Design,

- Understanding of the World.

The Early Years Assessment dates for 2022-23 are:

Checkpoint 1: w/c 25th September and 2nd October

- Standardised CEM Assessment Nursery and Reception (Start of Year) which will assess students in the areas of Language & Communication, Literacy, and Maths
- Teacher Assessment in the areas – Understanding the World, Expressive Art and Design, Physical Development, Personal and Social Development

Checkpoint 2: w/c 13th November

- All Areas - Teacher Assessment in all Early Years Areas

Checkpoint 3: w/c 12th February

- All Areas - Teacher Assessment in all Early Years Areas

Checkpoint 4: w/c 30th April

- All Areas - Teacher Assessment in all Early Years Areas

Checkpoint 5: w/c 11th June and 18th June

- Standardised CEM Assessment Nursery and Reception (End of Year) which will assess students in the areas of Language & Communication, Literacy, and Maths.
- Teacher Assessment in the areas - Understanding the World, Expressive Art and Design, Physical Development, Personal and Social Development

Teacher Assessment

A child's teacher gathers information about a child's performance on an on-going, daily basis through group and individual interactions, the pupil's outcomes, and through a child's play. A teacher will observe a child and at each Checkpoint make an informed assessment of a child's learning. This will be recorded and reported as:

- ***Emerging***: this indicates that a child is assessed as **EMERGING** as a learner to work at an age-appropriate level - 3 & 4 years old = Nursery (KG1), or Reception (KG2) – 4 & 5 years old
- ***Beginning***: this indicates that a child is assessed as **BEGINNING** as a learner to work at an age-appropriate level - 3 & 4 years old = Nursery (KG1), or Reception (KG2) – 4 & 5 years old
- ***Secure*** : this indicates that a child is assessed as being **SECURE** as a learner to work at an age-appropriate level - 3 & 4 years old = Nursery (KG1), or Reception (KG2) – 4 & 5 years old
- ***Mastered:*** this indicates that a child is assessed as **MASTERED** as a learner to work at an age-appropriate level - 3 & 4 years old = Nursery (KG1), or Reception(KG2) – 4 & 5 years old

These assessment outcomes are reported to Parents as part of the Mid-Semester and End of Semester Report Cards.

Primary Assessment:

- **Exam Dates:** Sunday, 2nd October – Tuesday, 4th October 2022.
- **Years 1, 2 and 3:** Will complete all exams on paper.
- **Years 4 – 6:** Will complete English Reading, Grammar and Spelling, Maths, Science, Qatar History, Islamic Studies exams, Arabic Reading and Grammar on OWLTs. English writing and Arabic Spelling and Writing will be on paper.
- Children attend school as usual but lesson 2 and 4 will be used for exams.

Secondary Assessment:

- **Exam Dates:** Years (7 – 9): Sunday, 2nd October – Thursday, 6th October 2022. Years (10): Sunday, 2nd October – Tuesday, 11th October 2022 during normal school lesson times.
- Mid Semester 1 grades for Years 7-10 will be formed through a combination of mid semester exams, POS assessment evidence, homework, participation and attendance grades as per the weightings in the table below.
- For Year 9 students, the GL Progress Tests in English, Maths and Science will provide **accurate baselines for setting targets at IGCSE and AS level**. This is highly significant when we consider the new raised grade and qualification requirements for Thanaweyah.
- **Year 10, 11, 12 Mock Examinations** will take place in September 2022 (early entry students only) and March 2023.
- Most **End of Semester 1 and End of Year exams** will be **written** rather than online to increase **validity and rigour.**

Mark Distributions:

There will be 4 exam points in this year preceded by baseline assessments at the beginning of the academic year:

- **Mid Semester 1 -** Assessment evidence, including classwork and Programmes of study will be based on work covered from 21st August 2022 to 29th September 2022.
- **End of Semester 1, Mid semester 2 and End of Semester 2 assessments will be as per the mark distribution structure below:**

	Exam	Assessment Evidence including Class Work POS.	Homework	Participation	Attendance & Punctuality	Total
Years 1 - 6	50	35	5	5	5	100
Years 7 to 9	50	35	5	5	5	100
Year 10	65	20	5	5	5	100
Years 11 & 12	100	0	0	0	0	100

Please note:

- **Holy Qur'an** - Recitation and memorization twice during each half of semester.
- **Makarem/Life Skills** - One Project in each half of semester in addition to POS assessment evidence.
- **Attendance and punctuality** have a significant impact on student learning and marks will be awarded accordingly based on data from the beginning of the academic year.
- **Homework & Participation -** assessed according to the detailed criteria below:

Homework			Participation		
5%			5%		
Accuracy	Commitment	Independence	Motivation	Behaviour	Enquiry
2	1	2	2	1	2

Appendix 1 Progress Levels

Progress Levels for one academic year in EYFS

After each standardized assessment point, students' progress from starting points Standardised Fine Grade (SFG) will be calculated. Aspirational attainment targets is 0.4 added to the starting score for the end of year standardised assessment and progress between each standardized assessment point will be generated and reported for the next checkpoint.

The aspirational targets may be manually adjusted following teacher and Head of School consultation if required.

PROGRESS CATEGORIES	
Outstanding progress	Higher than expected Stanine Fine Grade (SFG) by more than 0.4
Ta'allum Target - good progress	Higher than expected Stanine Fine Grade (SFG) by more than 0.2
Satisfactory progress	Expected or Higher than expected Stanine Fine Grade (SFG) by equal to or more than by 0.1 - 0.19
Below expected progress	Less than expected Stanine Fine Grade (SFG)

Progress Levels for Years 1-10

After each standardized assessment point, students' progress from starting points (previous standardized check point) will be calculated. Aspirational attainment targets based on progress between each standardized assessment point will be generated and reported for the next checkpoint.

The aspirational targets may be manually adjusted following teacher and Head of School consultation if required.

PROGRESS CATEGORIES	
Outstanding progress	Higher than expected Stanine Fine Grade (SFG) by more than 0.4
Ta'allum Target - good progress	Higher than expected Stanine Fine Grade (SFG) by more than 0.2
Satisfactory progress	Expected or Higher than expected Stanine Fine Grade (SFG) by equal to or more than by 0.1 - 0.19
Below expected progress	Less than expected Stanine Fine Grade (SFG)

IMPORTANT NOTE:

- Appendices 2a and 2b (Separate from this policy) are internal technical documents outlining how Progress and Attainment are calculated for EYFS & Primary and for Secondary - For School Staff.
- All KS3 Geography and History subject reporting will be combined under one heading called Humanities. The report shall show clearly the History and Geography marks from both Semester 1 and Semester 2 and will include a combined total/average column that shows the overall Humanities mark.

Appendix 2 Attainment Levels and Grade Boundaries

Primary and Secondary Year 1-9

Grade boundaries		
9	90-100	Mastery 1
8	84-89	Mastery 2
7	79-83	Secure 1
6	74-78	Secure 2
5	69-73	Beginner 1
4	63-68	Beginner 2
3	50-62	Emerging 1
2	26-49	Emerging 2
1	0-25	Unable to access

IGCSE and AS Attainment Levels and Grade Boundaries Years 9, 10, 11 and 12

At Lower KS4 (Year 9) students begin IGCSE programmes of study in Maths, English and Arabic, which students on an Accelerated Path will complete in Year 10. Students move to the full suite of IGCSEs in Year 10 (Upper KS4), which they complete in Year 11. In Year 12 (KS5), students study the AS programmes. Grade boundaries for semester IGCSE and AS exams will be based on the Exam Board published grade boundaries from the previous year.

Appendix 3 Mark Distribution for End of Semester Examinations - Primary

Primary Years 1-3

Subject	Taállum Standardised Practical component of Exam	Ta'allum Standardised Exam	Total
English	35	50	85
Maths	35	50	85
Arabic	35	50	85
Science	35	50	85
Islamic Studies	35	50	85
Qatar History	35	50	85
Computing	Teacher assessed		85
Art	Teacher assessed		85
PE	Teacher assessed		85
Holy Quran	Teacher assessed		85
Makarem/Life Skills	Teacher assessed		85

Primary Years 4-6

Subject	Taállum Standardised Practical component of Exam	Ta'allum Standardised Exam	Total
English	35	50	85
Maths	35	50	85
Arabic	35	50	85
Science	35	50	85
Islamic Studies	35	50	85
Qatar History	35	50	85
Computing	Standardised practical exam		85
Art	Teacher assessed		85
PE	Teacher assessed		85
Makarem/Life Skills	Teacher assessed		85
Holy Quran	Teacher assessed		85

End of Semester Exam (including Class work)	85 (50+35)
Homework	5
Participation	5
Attendance and Punctuality	5
Total	100
Teacher comment: On students' strengths and weaknesses	

The practical component of exams provides opportunities for speaking and listening and subject skills to be assessed. This component is made up of assessments that test more formally the speaking and listening expectations of the

Programme of Study mapped against English, Maths, Science and Arabic subjects. These also allow students to apply their subject skills in a practical and real-life context.
While these skills are assessed on an on-going basis in lessons, and recorded in the school data base, time is set aside to more formally assess students in these skills every semester, through standardised practical's which assess agreed learning objectives. *(Please see Appendix 2a)*

An average grade will be calculated based on a 50% weighting from the Mid Semester results and 50% weighting from the End of Semester results. This will be reported as the final semester grade at the end of Semester 1.
A Final overall grade will be reported at the end of Semester 2. This will be based on a 50% average from the Semester 1 and Semester 2 final score totals.

These weighting distributions for reports may be amended by Head Office, in line with best international practices, following quality assurance and moderation processes.

Mark Distribution for End of Semester – Secondary

Refer to Pages 21 - 23

Secondary Year 10 (Accelerated Path) and Students in Years 11 and 12

Students in Year10 (Accelerated Path) will sit End of Semester One Exams and follow a normal exam schedule similar to other year groups in each academy. Grade boundaries for external exam subjects will be mapped to the exam board published grade boundaries.

Mock Exams for Year 11 and 12 Students

Ta'allum Students in Year 11 and 12 will sit **2 full sets of Mock IGCSE and AS level exams**:

- One in **November of Semester 1**
- The other set in **March of Semester 2**.

Mock exams are carefully timed to avoid clashing with external exams.

- Students' attendance at all appropriate Mock exams is **compulsory,** including Islamic Studies.
- A Report Card will be issued.
- The Mock Exams provide the best opportunity for students to demonstrate their **current level of achievement under strict exam conditions**. They give teachers, parents, and students an indication of whether they are on target to achieve **predicted grades.**
- Students will be tested at the level of difficulty they will face in the following summer's exams. The timings and number of exams are in line with external exam arrangements.
- Once exams are marked, there will be **important feedback to students on their areas of strengths and weaknesses.**
- The Mock exam results will be essential for Year 12 students seeking **references for university applications** and for Year 11 students as they consider their **IAS options** for the next year.

For Mock exams, it is required that all Year 11 and 12 students complete an exam in all appropriate subjects (Including Islamic Studies). The **only exceptions** will be students who:

- Have previously achieved an acceptable actual grade through **Early Entry** (normally grade C / 4 or above in IGCSE, grade D for AS subjects) but with due consideration given to the ability level of the individual student.
- Were in Quarantine, or with a Chronic illness notified to and acknowledged by the school, during the time of the Mock exams.

Resits for Mock Exams

- It is **not acceptable for students to miss the Mock exams without good reason**. Secondary leaders are required to carefully identify which students are in this 'category.'
- Any **students absent without an acceptable reason** for not doing the exam will receive a zero mark and U grade on their report
- Absent students **with an 'acceptable' reason**, as stated above, will be able to do **a Resit Mock** to attain a grade.

Automatic promotion to Year 12 is dependent on students passing the threshold. Please refer to the *Criteria for Promotion & Retention*

APPENDIX 4 Assessment Schedule Overview

EYFS – Year 6 Semester 1

Year Groups	Subjects	Sept	Oct	Nov	Dec	Jan
Years N - R		Baseline assessments in YN and YR to be completed by week 5 (CEM Baseline assessment in YR)		Ongoing formative assessments at mid and end semester checkpoints Daily observational assessments		
Years 1-3	English Maths Science Arabic Islamic studies Qatar History Computing	Baseline assessment completed swiftly in week 1 for: • Phonics check • Reading comprehension • Maths • Arabic • Writing baseline		Standardised progress assessments at mid semester: • Phonics check including Spelling • Reading comprehension • Practical component for English • PG (Punctuation Grammar) • Maths including number talk Practical • A Big Write 'test' • Science • Arabic including Practical component Ongoing assessment in other subjects		Standardised exams at end of semester: • Phonics check including Spelling • Reading comprehension • Practical component for English • Maths including number talk Practical • Writing Assessment • Science • Arabic including Practical component Ongoing assessment in other subjects
Years 4-6	English Maths Science Arabic Islamic studies Qatar History Computing	Standardised baseline assessment completed by week 3 for: • Phonics check • Reading comprehension • Maths • Science • Arabic • Big Write 'test' as a baseline for writing		Standardised progress assessments at mid semester checkpoint: • Phonics check • Reading comprehension • Practical component for English • SPG (Spelling Punctuation Grammar) • Writing Assessment • Maths including number talk practical • Science including practical • Computing practical • Arabic Islamic Studies including Practical component Ongoing assessment in other subjects		Standardised exams at end of semester: • Phonics check • Reading comprehension • Practical component for English • SPG • Writing Assessment • Maths including number talk practical • Science including practical • Arabic, Islamic Studies including Practical component • Computing practical exam Ongoing assessment in other subjects

EYFS - Year 6 Semester 2

Year Groups	Subjects	Feb	March	April	May	June
Years N - R		Ongoing formative assessment and daily observational assessments		Ongoing formative assessments and daily observational assessments	Ongoing formative assessments • YR Base progress CEM test	
Years 1-3	English Maths Science Arabic Islamic studies Qatar History Computing	Standardised progress assessments at mid semester checkpoint in: • Reading comprehension • Spelling, punctuation and grammar • Phonics check including Spelling • Practical component for English • Writing Assessments • Maths, including Practical component • Science • Arabic with Practical component Ongoing assessment in other subjects				Standardised exams at end of semester checkpoint in: • Reading comprehension • Spelling, punctuation and grammar • Maths, including Practical component • Practical component for English • Writing Assessments • Phonics check including Spelling • Science • Arabic, with Practical component Ongoing assessment in other subjects
Years 4-6	English Maths Science Arabic Islamic studies Qatar History Computing	Standardised progress assessments at mid semester checkpoint in: • Reading comprehension • Spelling, punctuation and grammar • Phonics check • Practical component for English • Writing assessment • Maths with practical • Science including practical • Computing practical • Arabic, Islamic Studies with Practical component Ongoing assessment in other subjects				Standardised exams at end of semester checkpoint in: • Reading comprehension • Spelling, punctuation and grammar • Maths with Practical component • Science • Practical component for English • Writing assessment • Science including practical • Phonics check • Arabic, Islamic Studies with Practical component • Computing practical exam Ongoing assessment in other subjects (GL assessments in Reading, Writing, Maths, Science in Y4 &Y6)
Big Write Ongoing assessment is made up of class tests and practicals; **Test**: duration up to 40 minutes in Primary and 1 hour in secondary (except baseline tests which should be no longer than 20 minutes) for tier 1-3 students. External assessments last longer.						

Year 7 – 12 Semester 1

Year Groups	Subjects	Sept	Sept	Oct	Nov	Dec	Jan
Years 7 -9	All subjects	Baseline Testing	Mid Semester assessment and classwork including practical		Ongoing assessment (Classwork and homework)		Semester 1 Exams
Years 10-12	All subjects	Baseline Testing	Mid Semester assessment and classwork including practical		Ongoing assessment (Classwork and homework)		Semester 1 Exams

Year 7 – 12 Semester 2

Year Groups	Subjects	Feb	March	April	May	June
Years 7 -9	All subjects	Mid Semester assessment and classwork including practical		Ongoing assessment (Classwork and homework)		Semester 2 Exams (GL assessments in English, Maths, Science)
Years 10-12	All subjects	Mid Semester assessment and classwork including practical (Y11 and 12- 2nd Mock exams in March)		Ongoing assessment (Classwork and homework)		Semester 2 Exams and External Exams

APPENDIX 5 - Promotion and Retention Statement – see also *Criteria for Promotion & Retention Policy*

Years 4-10

The conditions set out in this Policy apply to all subjects *except* Art and PE. **Unless** Art and PE are IGCSE Electives.

CATEGORY 1: *Students whose Year Average Grade is above 50% in all subjects*
Students in this category will be automatically promoted to the next year.

CATEGORY 2: *Students whose Year Average Grade is below 50% in 1 - 3 subjects*

Students in this category will be given the opportunity to sit Retake exams in the subjects they have not passed. Retake exams are scheduled in late August or Early September, before the start of the next academic year.

At the discretion of the Principal and **with formal approval from the Director of Education** at Head Office, the following contingency arrangements can be applied for students in Category 2, (only for End of Year average grades) in each subject:

- A student who has an End of Year Average grade of 48% or 49% in any subject can have that mark rounded up to 50%.

- A student who, achieves an End of Year Average grade below 50% but at 45% or above **in 1 subject only,** can have the mark rounded up to 50%.

To support this process, the SIMS Coordinator or Exams Officer is required to provide a full and accurate list of the End of Year grades of all students who have one subject at 45 – 50% for the End of Year average grade in any subject. This data will be for the consideration of the Principal and relevant Head of School during their internal results approval meeting prior to any requests to the Director of Education.

All other students with any End of Year average grades below 45% will have retakes in the failing subjects after which:

- Students who pass ALL Retake exams, or fail only 1 retake exam, will be promoted to the next year.
- Students who pass 2 Retake exams will be promoted to the next year with an undertaking in the subject they have not passed.
- Students who pass 0 Retake exams will not be promoted to the next year. They will, however, be given the opportunity to repeat the Year.
- Please note that the contingency guidance described above also applies to Retake exams.

CATEGORY 3: *Students whose Year Average Grade is below 50% in more than 3 subjects*

- Students in Category 3 will not be given the opportunity to sit Retake exams and will not be promoted to the next year. They will be given the opportunity to repeat the year.

However, at the discretion of the Principal, and **with formal approval from the Director of Education at Head Office**, the following contingency arrangements can be applied in Category 3, **(only for End of Year average grades) in each subject**. A student who:

- Has an End of Year Average grade of 48% or 49% in any subject can have that mark rounded up to 50%. If this reduces the number of failing subjects for the student to 3 or less, that student will be permitted to sit Retake exams with the provisions detailed above in Category 2.

- In any single subject, achieves a Year Average grade below 50%, but at 45% or above, can have the mark rounded up to 50%. (If this reduces the number of failing subjects for the student to 3 or less, that student will be permitted to sit Retake exams with the provisions detailed above in Category 2.)

- A student who has an average grade of less than 50% in 6 or more subjects, even if any are at 45% or above, will not be permitted to do retakes or be promoted to the next year.

Years 11 – 12

In order to raise academic standards across our Ta'allum group and to meet the needs and best interests of our students, we have a level of expectation for our minimum mandatory entry requirements for students to be promoted from Year 11 to Year 12. This is to ensure our students can meet the higher level of difficulty and expectation in AS and BTEC Level 3 courses, which has been brought about by the changes to exam board specifications from 2018 onwards.

These expectations must be clearly communicated to Year 11 students and parents, as well as all Secondary Parents and Students.

For the 2021-2022 Academic Cohort, the following minimum criteria for promotion of students from Year 11 to 12 will apply:

Students will be promoted to Year 12 if they are either:

1. Pass a minimum of (5A*- E – i.e. in the new 9-1 scale 5 IGCSEs at '4' or above for 2019-20 Academic Year) IGCSE subjects and achieve the relevant subject grade entry criteria (C or B grade as specified in *Table III AS Course Entry Levels* below) for the AS subject they wish to study.

or

2. Pass a minimum of 5A*- E IGCSE (requirement increased from 5A*-F from the 2017-18 Academic Year) subjects along with a minimum D grade in English IGCSE. Students with a D grade or above in English IGCSE, but without meeting the grade entry criteria for any other AS subject, will have a limited choice of AS level subjects – Arabic, Global Perspectives, BTEC courses as available in Travel and Tourism, Business and IT with continuous assessment. (Please note that this qualification is recognized by international but not Qatar based universities.

In cases where the student has the minimum subject entry criteria for one single AS subject (not including Arabic AS level) they will be permitted to study only one AS subject other than Arabic AS level. For these students, schools will maximize learning time by developing an individual timetabled and compulsory learning

programme including a flexible combination of: IELTS, booster classes, Work Experience and, where appropriate, IGCSE resit courses along with Islamic Studies.

A common Ta'allum agreed parental undertaking letter (*Appendix 13 – Parental Undertaking Letter*) for attendance, completion and submission of all necessary class and course work, will be issued as a condition of enrolment and before the commencement of the course.

Discretion can be applied by the school to determine significantly exceptional individual cases; where a student may not fully meet all the entry requirements but there are compelling reasons for them to be considered. These circumstances must be presented and justified for the approval of Ta'allum Senior Leaders before such permission is granted.

A number of key principles apply to our subject entry criteria:

- There must be **consistent interpretation of the Promotion and Retention** criteria for students from Year 11 to 12 across the three Ta'allum academies.

- These guidelines are aimed at students who have a **lower profile of IGCSE grades** to ensure that we enroll them in appropriate courses in which they stand a chance of success in the British curriculum and of meeting the Qatar Thanawea requirement (minimum 5A*-F IGCSE grades and 2 AS levels)

- There is **fairness and respect for existing students** who may have attended our Academies for 11 years. The criteria for promotion from Year 11 to 12 is in line with what has been published for parents in the *Ta'allum Assessment Policy 2019-20*.

- **International research** demonstrates conclusively that students who achieve grades below those published in our stated criteria below have negligible prospects of passing an AS course, (even if they have a good grade in Arabic). We have a **duty to guide our pupils** with this knowledge.

- These steps are taken for the following reasons:

  British curriculum exam specifications from 2018 became significantly more challenging. Ta'allum Subject Entry requirements for AS subjects need to mirror this increased challenge.

  From the start of Academic Year 2021-2022, current Year 10 students and all subsequent cohorts of students will be subject to increased minimum requirements to achieve Thanaweyah. These are as follows:

- Students must complete 12 years of education.
- All students must complete their course of Islamic Studies and study 1st Language Arabic at IGCSE.
- There are 4 options for students to pass:
    - Option 1 – 7 IGCSE subject passes (grades A*-D or 9-3) and 3 AS passes (grades A-D - 1 of which may be an E grade.)
    - Option 2 - 7 IGCSE subject passes (grades A*-D or 9-3) and 1 AS pass, plus a full A level pass A*-D – 1 of which may be an E grade.)

  - Option 3 - 5 IGCSE subject passes (grades A*-D or 9-3) and 4 AS passes (grades A-D - 1 of which may be an E grade.)
  - Option 4 - 5 IGCSE subject passes (grades A*-D or 9-3) and 2 AS passes, plus one full A level pass A*-D – 1 of which may be an E grade.)
- Students must sit their exams at their school Exam Centre.
- In exceptional cases e.g. mature students or those who have finished Year 12, MoEHE. approval must be sought.
- Year 11 students may study 1 BTEC Level 2 Extended Certificate in ICT or Engineering (equivalent to 2 subjects - IGCSE)
- Year 12 students may study 1 BTEC Level 3 Extended Certificate in ICT or Engineering (equivalent to 1 subject - A level)

Temporary Addendum to the Ta'allum Promotion and Retention Policy (Summer 2022 only.)

This addendum refers specifically to Ta'allum students who have not passed 5 IGCSE subjects at 5 A*-F at the end of Year 11. It takes account of the **flexibility afforded by the British GCSE system,** allowing IGCSE and IAS subjects to be taken simultaneously within the same exam window or at different exam sessions through the year in October/November. January and June.

- From Summer 2023, all students in Ta'allum Schools will be **required to meet the demands of the raised Thanaweyah requirements after 12 compulsory years have been completed.**
- For Summer 2022 only, Year 11 students who have **not yet met the 5 IGCSE threshold for promotion to Year 12** may still be eligible to be promoted in '**exceptional circumstances'** and on a **discretionary basis** which is deemed to be in the best interest of the student and their realistic prospects of success in Thanaweyah for 2023. .
- Each final decision will be made by **the Principal and Head of Secondary**, and **subject to approval by the Director of Education.**
- Each student decision for promotion from Year 11 to 12 at this time will be considered individually and the **criteria based on evidence of the student's past academic performance and potential for success in Thanaweyah in Summer 2023**, along with the **student's behaviour and attendance records**. Students who do not meet acceptable levels will not be promoted to Year 12.
- Ta'allum will consider the results of Year 11 students who passed 1-4 IGCSE exams as INCOMPLETE. If the MOE adds the FIELD INCOMPLETE to their system, we will ask them to allow our schools to change those students' results from PASS to INCOMPLETE. **Schools must highlight this promotion criterion in the undertaking letter that all students and parents will be required to sign.**
- Each school is required to ensure the students with less than 5 IGCSE passes are following courses that will prepare them for success in the British curriculum and Thanaweya requirements (minimum of 5 IGCSEs at A-F and 2 AS levels).

AS course entry levels for 2021 – 2022 and 2022 - 2023:

IGCSE Subject	***Minimum Passing Grade***	***AS Subject***	***Passing grade at IGCSE within the Subject (where specified)***
English	*C*	***Biology***	*Grade 5*
English	*C*	***General Paper***	*Grade 4*

English	*C*	***English***	*Grade 4*
English	*C*	***Global Perspectives***	*Grade 4*
English	*B*	***Psychology***	*Grade 5*
Business Studies	*C*	***Business Studies***	*Grade 4*
Chemistry	*B*	***Chemistry***	*Grade 5*
Maths	*B*	***Physics***	*Grade 5*
Maths	*B*	***Maths***	*Grade 5*
ICT	*C*	***ICT***	*Grade 4*

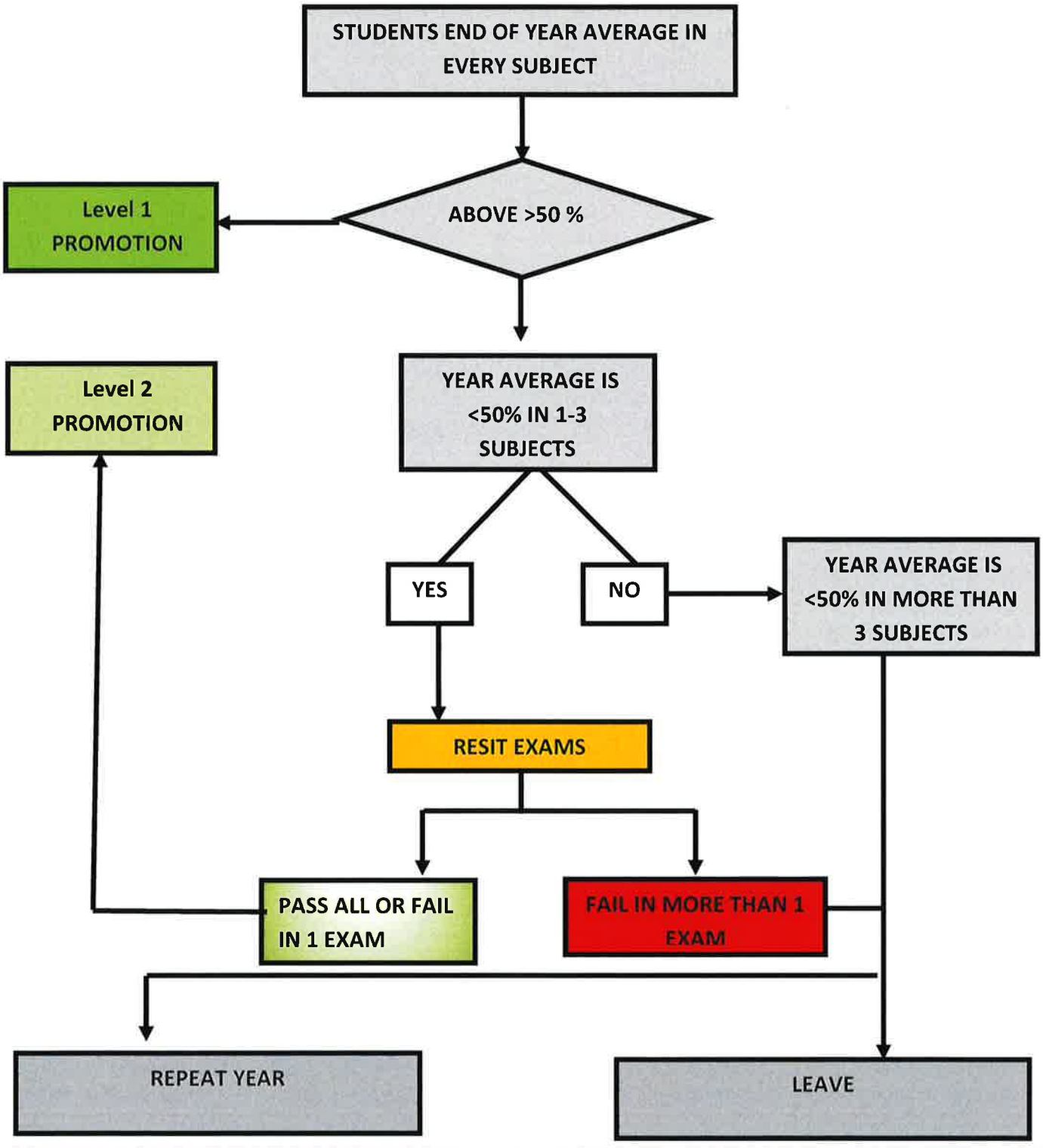
**These are agreed parameters that must be applied with consistency across the three Ta'allum schools. Subject to Head of School and Principal agreement, there may be certain promotions that are based on significantly exceptional circumstances, to be analyzed on a discretionary, case-by-case basis.*

MoE guidelines state that **students can only be entered for exams at the school which they attend.**

Attendance

If a student is ***absent for 10 consecutive or non-consecutive days*** (or the total hourly equivalent in part absences), including authorized absences, the school reserves the right to ***withdraw the student from any and all externally registered examinations***.

Promotion and Retention policy (Year 4 - Year 10)



APPENDIX 6- End of Semester Report card for EYFS

School Name

Early Years Foundation Stage
20XX – 20XX
Nursery
End of Semester 1

Student Name		Class		Admission No	
ID Number		HR Teacher			
Attendance Percentage			%		

Learning Area	
Personal Social and Emotional Development	Nursery Beginning 1
Physical Development	Nursery Secure 1
Communication and Language	Nursery Secure 2
Literacy	Nursery Secure 1
Numeracy	Nursery Secure 2
Understanding the World	Nursery Beginning 1
Expressive Arts and Design	Nursery Beginning 1
Arabic Language and Communication	Reception Beginning 1
Holy Qur'an, Islamic Studies and values	Reception Beginning 1

Assessment level	Development Descriptors
Emerging 2 مستجدّ 2	At the beginning of the year, some children may enter school with skills that are developmentally below those expected of their age band. في بداية العام الدّراسيّ، قد يدخل بعض الأطفال **الرّوضة** بمهارات تكون من النّاحية النّمائيّة أقلّ من تلك المتوقّعة من فئتهم العمريّة.
Emerging 1 مستجدّ 1	At the beginning of the year, some children may enter school with skills that are developmentally below those expected of their age band, but are moving gradually towards the developmental level for their age band. في بداية العام الدّراسيّ، قد يدخل بعض الأطفال **الرّوضة** بمهارات تكون من النّاحية النّمائيّة أقلّ من تلك المتوقّعة في فئتهم العمريّة، لكنّهم يسيرون تدريجيًّا نحو المستوى النّمائيّ لفئتهم العمريّة.
Beginning 2 مبتدئ 2	At the beginning of the academic year, most children will work at this developmental level. It means that your child is starting out on their learning journey as a Nursery child. في بداية العام الدّراسيّ، سيعمل معظم الأطفال في هذا المستوى النّمائيّ. وهذا يعني أنّ طفلك يبدأ رحلة التّعلّم الخاصّة به كطفل في **الرّوضة**.
Beginning 1 مبتدئ 1	At this level, your child is working developmentally within the beginning phase of the Nursery learning, and is actively starting to learn new Nursery age skills. في هذا المستوى، يظهر طفلك نموًّا في المرحلة الأولى من التّعلّم في **الرّوضة**، ويبدأ بنشاط في تعلّم مهارات جديدة ضمن سنّ **الرّوضة**.
Secure 2 جيّد 2	At this level, your child is becoming more proficient in skills as a nursery child. They are starting to apply the skills which they are learning. في هذا المستوى، يصبح طفلك أكثر إتقانًا لمهارات **الرّوضة**. وقد بدأ في تطبيق المهارات الّتي يتعلّمها.
Secure 1 جيّد 1	At this level, your child is proficient in many Nursery skills, and can confidently use and apply these skills in many areas of learning في هذا المستوى، يكون طفلك متقنًا للعديد من مهارات **الرّوضة**، ويمكنه استخدام هذه المهارات وتطبيقها بثقة في العديد من جوانب التّعلّم.
Mastered 2 متقن 2	At this level, your child is confident in using and applying the Nursery skills. They can use and apply their Nursery skills with very little support. في هذا المستوى، يكون طفلك واثقًا من قدرته على استخدام مهارات **الرّوضة** وتطبيقها. ويمكنه استخدام هذه المهارات مع قليل جدًا من الدّعم.
Mastered 1 متقن 1	At this level, your child is confident in using and applying the Nursery skills. They can use their Nursery skills, without support, to solve problems and work independently. في هذا المستوى، يكون طفلك واثقًا من استخدام مهارات **الرّوضة** وتطبيقها. ويمكنه استخدام هذه المهارات دون دعم؛ لحلّ المشكلات، والعمل باستقلاليّة.

School Name

Early Years Foundation Stage
20XX – 20XX
Nursery
End of Semester 1

Student Name		Class		Admission No	

Academic
Leadership
Islamic Values

Date **Head of School** **Principal**

School Stamp

School Name

Early Years Foundation Stage

20XX – 20XX

Reception

End of Semester 1

Student Name		Class		Admission No	
ID Number		HR Teacher			
Attendance Percentage			%		

Learning Area	
Personal Social and Emotional Development	Reception Beginning 1
Physical Development	Reception Secure 1
Communication and Language	Reception Secure 2
Literacy	Reception Secure 1
Numeracy	Reception Secure 2
Understanding the World	Reception Beginning 1
Expressive Arts and Design	Reception Beginning 1
Arabic Language and Communication	Reception Beginning 1
Holy Qur'an, Islamic Studies and values	Reception Beginning 1

Assessment level	Development Descriptors
Emerging 2 مستجدّ 2	At the beginning of the year, some children may enter school with skills that are developmentally below those expected of their age band. في بداية العام الدّراسيّ، قد يدخل بعض الأطفال **الرّوضة** بمهارات تكون من النّاحية النّمائيّة أقلّ من تلك المتوقّعة من فئتهم العمريّة.
Emerging 1 مستجدّ 1	At the beginning of the year, some children may enter school with skills that are developmentally below those expected of their age band, but are moving gradually towards the developmental level for their age band. في بداية العام الدّراسيّ، قد يدخل بعض الأطفال **الرّوضة** بمهارات تكون من النّاحية النّمائيّة أقلّ من تلك المتوقّعة في فئتهم العمريّة، لكنّهم يسيرون تدريجيًّا نحو المستوى النّمائيّ لفئتهم العمريّة.
Beginning 2 مبتدئ 2	At the beginning of the academic year, most children will work at this developmental level. It means that your child is starting out on their learning journey as a Nursery child. في بداية العام الدّراسيّ، سيعمل معظم الأطفال في هذا المستوى النّمائيّ. وهذا يعني أنّ طفلك يبدأ رحلة التّعلّم الخاصّة به كطفل في **الرّوضة**.
Beginning 1 مبتدئ 1	At this level, your child is working developmentally within the beginning phase of the Nursery learning, and is actively starting to learn new Nursery age skills. في هذا المستوى، يظهر طفلك نموًا في المرحلة الأولى من التّعلّم في **الرّوضة**، ويبدأ بنشاط في تعلّم مهارات جديدة ضمن سنّ **الرّوضة**.
Secure 2 جيّد 2	At this level, your child is becoming more proficient in skills as a nursery child. They are starting to apply the skills which they are learning. في هذا المستوى، يصبح طفلك أكثر إتقانًا لمهارات **الرّوضة**. وقد بدأ في تطبيق المهارات الّتي يتعلّمها.
Secure 1 جيّد 1	At this level, your child is proficient in many Nursery skills, and can confidently use and apply these skills in many areas of learning في هذا المستوى، يكون طفلك متقنًا للعديد من مهارات **الرّوضة**، ويمكنه استخدام هذه المهارات وتطبيقها بثقة في العديد من جوانب التّعلّم.
Mastered 2 متقن 2	At this level, your child is confident in using and applying the Nursery skills. They can use and apply their Nursery skills with very little support. في هذا المستوى، يكون طفلك واثقًا من قدرته على استخدام مهارات **الرّوضة** وتطبيقها. ويمكنه استخدام هذه المهارات مع قليل جدًّا من الدّعم.
Mastered 1 متقن 1	At this level, your child is confident in using and applying the Nursery skills. They can use their Nursery skills, without support, to solve problems and work independently. في هذا المستوى، يكون طفلك واثقًا من استخدام مهارات **الرّوضة** وتطبيقها. ويمكنه استخدام هذه المهارات دون دعم؛ لحلّ المشكلات، والعمل باستقلاليّة.

School Name

Early Years Foundation Stage

20XX – 20XX

Reception

End of Semester 1

Student Name		Class		Admission No	

Academic
Leadership
Islamic Values

Date **Head of School** **Principal**

School Stamp

APPENDIX 7- Mid Semester Report card for EYFS

School Name

Early Years Foundation Stage

20XX – 20XX

Nursery

Student Name		**Class**		**Admission No**	
ID Number		**HR Teacher**			
Attendance Percentage			**%**		

Mid Semester 1

Learning Area	
Personal Social and Emotional Development	Nursery Beginning 1
Physical Development	Nursery Secure 1
Communication and Language	Nursery Secure 2
Literacy	Nursery Secure 1
Numeracy	Nursery Secure 2
Understanding the World	Nursery Beginning 1
Expressive Arts and Design	Nursery Beginning 1
Arabic Language and Communication	Reception Beginning 1
Holy Qur'an, Islamic Studies and values	Reception Beginning 1

Assessment level	Development Descriptors
Emerging 2 مستجدّ 2	At the beginning of the year, some children may enter school with skills that are developmentally below those expected of their age band. في بداية العام الدّراسيّ، قد يدخل بعض الأطفال **الرّوضة** بمهارات تكون من النّاحية النّمائيّة أقلّ من تلك المتوقّعة من فئتهم العمريّة.
Emerging 1 مستجدّ 1	At the beginning of the year, some children may enter school with skills that are developmentally below those expected of their age band, but are moving gradually towards the developmental level for their age band. في بداية العام الدّراسيّ، قد يدخل بعض الأطفال **الرّوضة** بمهارات تكون من النّاحية النّمائيّة أقلّ من تلك المتوقّعة في فئتهم العمريّة، لكنّهم يسيرون تدريجيًّا نحو المستوى النّمائيّ لفئتهم العمريّة.
Beginning 2 مبتدئ 2	At the beginning of the academic year, most children will work at this developmental level. It means that your child is starting out on their learning journey as a Nursery child. في بداية العام الدّراسيّ، سيعمل معظم الأطفال في هذا المستوى النّمائيّ. وهذا يعني أنّ طفلك يبدأ رحلة التّعلّم الخاصّة به كطفل في **الرّوضة**.
Beginning 1 مبتدئ 1	At this level, your child is working developmentally within the beginning phase of the Nursery learning, and is actively starting to learn new Nursery age skills. في هذا المستوى، يظهر طفلك نموًّا في المرحلة الأولى من التّعلّم في **الرّوضة**، ويبدأ بنشاط في تعلّم مهارات جديدة ضمن سنّ **الرّوضة**.
Secure 2 جيّد 2	At this level, your child is becoming more proficient in skills as a nursery child. They are starting to apply the skills which they are learning. في هذا المستوى، يصبح طفلك أكثر إتقانًا لمهارات **الرّوضة**. وقد بدأ في تطبيق المهارات الّتي يتعلّمها.
Secure 1 جيّد 1	At this level, your child is proficient in many Nursery skills, and can confidently use and apply these skills in many areas of learning في هذا المستوى، يكون طفلك متقنًا للعديد من مهارات **الرّوضة**، ويمكنه استخدام هذه المهارات وتطبيقها بثقة في العديد من جوانب التّعلّم.
Mastered 2 متقن 2	At this level, your child is confident in using and applying the Nursery skills. They can use and apply their Nursery skills with very little support. في هذا المستوى، يكون طفلك واثقًا من قدرته على استخدام مهارات **الرّوضة** وتطبيقها. ويمكنه استخدام هذه المهارات مع قليل جدًّا من الدّعم.
Mastered 1 متقن 1	At this level, your child is confident in using and applying the Nursery skills. They can use their Nursery skills, without support, to solve problems and work independently. في هذا المستوى، يكون طفلك واثقًا من استخدام مهارات **الرّوضة** وتطبيقها. ويمكنه استخدام هذه المهارات دون دعم؛ لحلّ المشكلات، والعمل باستقلاليّة.

Date

School Stamp

Head of School

Principal

School Name

Early Years Foundation Stage

2021 – 2022

Reception

Mid Semester 1

Student Name		Class		Admission No	
ID Number		HR Teacher			
Attendance Percentage			%		

Learning Area	
Personal Social and Emotional Development	Reception Beginning 1
Physical Development	Reception Secure 1
Communication and Language	Reception Secure 2
Literacy	Reception Secure 1
Numeracy	Reception Secure 2
Understanding the World	Reception Beginning 1
Expressive Arts and Design	Reception Beginning 1
Arabic Language and Communication	Reception Beginning 1
Holy Qur'an, Islamic Studies and values	Reception Beginning 1

Assessment level	Development Descriptors
Emerging 2 مستجدّ 2	At the beginning of the year, some children may enter school with skills that are developmentally below those expected of their age band. في بداية العام الدّراسيّ، قد يدخل بعض الأطفال المستوى **التّمهيديّ** بمهارات تكون من النّاحية النّمائيّة أقلّ من تلك المتوقّعة من فئتهم العمريّة
Emerging 1 مستجدّ 1	At the beginning of the year, some children may enter school with skills that are developmentally below those expected of their age band, but are moving gradually towards the developmental level for their age band. في بداية العام الدّراسيّ، قد يدخل بعض الأطفال المستوى **التّمهيديّ** بمهارات تكون من النّاحية النّمائيّة أقلّ من تلك المتوقّعة في فئتهم العمريّة، لكنّهم يسيرون تدريجيًّا نحو المستوى النّمائيّ لفئتهم العمريّة.
Beginning 2 مبتدئ 2	At the beginning of the academic year, most children will work at this developmental level. It means that your child is starting out on their learning journey as a Reception child. في بداية العام الدّراسيّ، سيعمل معظم الأطفال في هذا المستوى النّمائيّ. وهذا يعني أنّ طفلك يبدأ رحلة التّعلّم الخاصّة به كطفل في **التّمهيديّ**.
Beginning 1 مبتدئ 1	At this level, your child is working developmentally within the beginning phase of the Reception learning, and is actively starting to learn new Reception age skills. في هذا المستوى، يظهر طفلك نموًّا في المرحلة الأولى من التّعلّم في **التّمهيديّ**، ويبدأ بنشاط في تعلّم مهارات جديدة ضمن سنّ المستوى **التّمهيديّ**.
Secure 2 جيّد 2	At this level, your child is becoming more proficient in skills as a Reception child. They are starting to apply the skills which they are learning. في هذا المستوى، يصبح طفلك أكثر إتقانًا لمهارات المستوى **التّمهيديّ**. وقد بدأ في تطبيق المهارات الّتي يتعلّمها.
Secure 1 جيّد 1	At this level, your child is proficient in many Reception skills, and can confidently use and apply these skills in many areas of learning في هذا المستوى، يكون طفلك متقنًا للعديد من المهارات، ويمكنه استخدام هذه المهارات وتطبيقها بثقة في العديد من جوانب التّعلّم
Mastered 2 متقن 2	At this level, your child is confident in using and applying the Reception skills. They can use and apply their Reception skills with very little support. في هذا المستوى، يكون طفلك واثقًا من قدرته على استخدام مهارات المستوى **التّمهيديّ** وتطبيقها. ويمكنه استخدام هذه المهارات مع قليل جدًّا من الدّعم.
Mastered 1 متقن 1	At this level, your child is confident in using and applying the Reception skills. They can use their Reception skills, without support, to solve problems and work independently. في هذا المستوى، يكون طفلك واثقًا من استخدام مهارات **التّمهيديّ** وتطبيقها. ويمكنه استخدام هذه المهارات دون دعم؛ لحلّ المشكلات، والعمل باستقلاليّة.

Date

School Stamp

Head of School

Principal

APPENDIX 8- Sample Primary and Secondary End of Semester Report Template Year 1-12

NOTE: In Semester One this is used for Years 1 – 12 b) In Semester Two this is used for Years 1 – 10

School Name

Primary/Secondary Report Card

20XX – 20XX

Year 1-10

End of Semester 1

Student Name		Class	Admission No	
ID Number		HR Teacher		

Subject	Mid Semester Score	End of Semester Score	Overall Semester Score	Grade
Arabic				
English				
Mathematics				
Science				
Computing				
Art				
Islamic Studies				
Qatar History				
Holy Quran				
Makarem/Life Skills				
Physical Education				

Grade Boundaries								
9 =90-100	**8 = 84-89**	**7 = 79-83**	**6 = 74-78**	**5 = 69-73**	**4 =63-68**	**3 = 50-62**	**2 =26-49**	**1 = 0-25**

Note: Adjustments have been made to grades and boundaries to make them consistent with GL Assessment and IGCSE grades

Attendance Percentage	
Leadership	*Conduct, behaviour, attendance and participation in extra-curricular activities.*

Islamic Values	*In relation to the semester focus value, diligence with homework and effort in all work.*

Student Name		Class	Admission No	

Subject	Teacher's Comment
Learning Support	
Arabic	
English	
Mathematics	
Science	
Computing	
Art	
Islamic Studies	
Qatar History	
Holy Quran	
Makarem/Life Skills	
Physical Education	

Date: **Head of School:** **Principal:**

School Stamp: **Signature:** **Signature:**

School Name
Secondary Report Card
20XX – 20XX
Year 11 / 12
End of Semester 1

Student's Name		Class		Admission No	
ID Number		Tutor			

Exam Subject	End of Semester 1 Score /100	Grade
Arabic		
English		
Psychology		
Mathematics		
Biology		
Chemistry		
Physics		
Information Technology		
Business Studies		
Global Perspectives		
Islamic Studies		

Attendance Percentage	**<<PercentageAttendance>> %**

Continuous Assessment Subject	Current 'Working At' Grade (End of Semester 1)
BTEC (Insert Course)	
Art (for students as appropriate)	

Note: *In courses with no exam, 'Working At' grades are based on evidence obtained from work covered so far. These are grades that subject teachers and Heads of Department judge are likely to be achieved by the student if they continue to work at this current level of attainment.*

Date **Head of School** **Principal**

School Stamp

APPENDIX 9 – Sample Primary and Secondary End of Year Report Template Year 1-10

School Name
Primary/Secondary Report Card
20XX – 20XX
Year 1-10
End of Year Report

Student Name		Year	Admission No	
ID Number				

Subject	Semester 1 Score	Semester 2 Score	Final Overall Score	Grade
Arabic				
English				
Mathematics				
Science				
Computing				
Art				
Islamic Studies				
Qatar History				
Holy Quran				
Makarem/Life Skills				
Physical Education				

Grade Boundaries								
9 =90-100	8 = 84-89	7 = 79-83	6 = 74-78	5 = 69-73	4 =63-68	3 = 50-62	2 =26-49	1 = 0-25

Note: Adjustments have been made to grades and boundaries to make them consistent with GL Assessment and IGCSE grades

Attendance Percentage	

Promote Statement	
Re-sit statement	
Leadership	*Conduct, behaviour, attendance and participation in extra-curricular activities.*
Islamic Values	*In relation to the semester focus value, diligence with homework and effort in all work.*

Date **Head of School** **Principal**

School Stamp

Student Name			Admission No	

Subject	Teacher's Comment
Learning Support	<<STUDENT NAME>>is registered under the Learning Support Program in English, Arabic, Math. Your son/ daughter may have sat modified exam papers in English, Arabic and Math depending on her learning needs. In addition, accommodations such as reading questions and giving the student extra breaks/time were also applied to ensure appropriate levels of support.
Arabic	
English	
Mathematics	
Science	
Computing	
Art	
Islamic Studies	
Qatar History	
Holy Quran	
Makarem/Life Skills	
Physical Education	

APPENDIX 10- Sample Primary and Secondary Mid-Semester Report Template

School Name
Primary/Secondary Report Card
20XX – 20XX
Year 1-10
Mid Semester Report

Student Name		Class		Admission No	
ID Number		HR Teacher			

Subject	Mid Semester 1 Score /100	Grade
Arabic		
English		
Mathematics		
Science		
Computing		
Humanities		
Art		
Islamic Studies		
Qatar History		
Holy Quran		
Makarem/Life Skills		
Physical Education		

Grade Boundaries								
9 =90-100	8 = 84-89	7 = 79-83	6 = 74-78	5 = 69-73	4 =63-68	3 = 50-62	2 =26-49	1 = 0-25

Note: Adjustments have been made to grades and boundaries to make them consistent with GL Assessment and IGCSE grades

Attendance Percentage	<<PercentageAttendance>> %

Date **Head of School** **Principal**

School Stamp

APPENDIX 11- Sample Year 11 and 12 Predicted Grade Card

Predicted Grade Card 20XX – 20XX

Student name		**Student ID**	
Student admission number		**Tutor Group**	

SUBJECT	WORKING AT GRADE	TARGET GRADE	PREDICTED GRADE

Statement *(Referencing School Wide Learner Outcomes)*

Head of School Signature: ***Principal's Signature***

APPENDIX 12 - Y12 Transcript Sample Template

School logo

Name of the Academy
Official High School Transcript
20XX -20XX

STUDENT INFORMATION

Full Name: ----------

ID: ----------

Date of Birth: ----------

ACADEMIC RECORD

SCHOOL YEAR: 2022 - 2023 YEAR LEVEL: 10		SCHOOL YEAR: 2022 - 2023 YEAR LEVEL: 11		SCHOOL YEAR:2022-23 YEAR LEVEL: 12	
Course Title	*End of year Grades*	*Course Title*	*IGCSE Grades*	*Course Title*	*Predicted Grades*
English 2nd Language		*English 2nd Language*		*Mathematics*	
Mathematics		*Mathematics*		*Arabic First Language*	
Physics		*Physics*		*Physics*	
Chemistry		*Chemistry*		*Business Studies*	
Biology		*Biology*			
Business Studies		*Business Studies*			
ICT		*Arabic First Language*			
Arabic First Language					

I do hereby self-certify and affirm that this is the official transcript and record of ---------- ----- in the academic studies of 2022-2023.

Name:----------
Examination Officer & Assessment Coordinator,
Email:----------
Date:

Principal's Name:	**Head of Secondary:**
Principal's Signature:	
Date of Issue:	

School Stamp

APPENDIX 13 – Sample Parental Undertaking Letter Template

تـعـهّـد

أتعهّد أنا وليّ/ـة أمر الطّالب/ـة: _____ الصّفّ: _____

بأن أوفّر الدّعم اللّازم لابني/ابنتي؛ لمساعدته/ا على تحسين مستواه/ا الأكاديميّ، وأتعهّد بأن يعمل ابني/ ابنتي على تحقيق جميع المتوقّع منه/ا في الجوانب الأكاديميّة، والحضور، والسّلوك؛ بما يمكّنه/ا من إنهاء المقرّر الدّراسيّ، وتسليم الواجبات المطلوبة منه/ا، وذلك خلال الفصل الدّراسيّ الأوّل 2022 / 2023 في المادّة/ الموادّ الآتية:

1. .....
2. .....
3. .....

وأوافق، أيضًا، على متابعة أداء ابني/ ابنتي، متعهّدًا بالتّواصل المستمرّ مع الأكاديميّة والمعلمين ذوي العلاقة. وإنّني أتفهّم أنّ عدم إحرازه/ا للتّحصيل المطلوب منه/ا سيترتّب عليه رسوبه/ا وإعادة العام الدّراسيّ.

وبناءً على ما تقدّم؛ فإنّني أتعهّد بنقل ابني/ ابنتي إلى مدرسة أخرى إذا رسب في مادّتين أو أكثر من هذه المواد قبل بداية الفصل الدّراسيّ الثّاني للعام 2022 / 2023.

توقيع مدير المرحلة الدّراسيّة:

توقيع مدير الأكاديميّة:

توقيع وليّ/ وليّة الأمر:

التّاريخ:

Ta'allum Schools

Parental Undertaking Letter

As the Parent of ..... in Class....., I hereby agree to provide all required support to my son/ daughter to develop his/her academic level and to ensure that he/she meets all academic, attendance & behavioural expectations for course completion and work submission as required for the duration of Semester 1/2 for the 2018-2019 Academic Year in the following subjects:

1-.....

2-.....

3-.....

I also agree to monitor and follow up my child's performance, ensuring ongoing communication with relevant teachers and Academy staff.

I understand that failure to comply may result in my child having to repeat the subject and/ or academic year. I hereby undertake to transfer my child to another school if they fail in two or more of these subjects before the start of the following Semester.

Head of School Signature:

Principal's Signature:

Parent's Signature:

Date:

APPENDIX 14 – Learning Support Provision (From the Ta'allum Learning Support Policy)

Based on best practice and the MOE guidelines, students registered as **Wave 3** in Learning Support may require some alternative arrangements (accommodations) to enable them to equitably access assessment activities. These may include:

- additional time
- the use of assistive technology to overcome severe print-related barriers
- the use of a reader when reading is not being assessed
- the use of a scribe when writing is not being assessed
- the use of a calculator when computation is not being assessed
- modified test papers
- small group setting
- rest breaks
- prompts to keep students on task

When Wave 3 and Rainbow students are registered in Learning Support they can be provided with access arrangements and will be accredited a passing grade – which must be clearly identified in SIMS as a Wave 3 pass. The progression and retention rules will not normally be applied to Learning Support Wave 3 students, though this may be subject to review on a case by case basis. Some severe Wave 3 students may be able to sit the modified assessment.

Wave 3 and Rainbow students with a profound learning need will complete modified exams suited to their needs and level in English, Math and Arabic subjects only. HoLS will oversee assessment adaptations with HOS.

Wave 2 students will sit standardized assessments.

The Heads of Primary and Secondary will agree with the Head of Learning Support the additional time and provision for Wave 3 student access arrangements. The additional time may be ***up to 15% extra and will be consistently applied for all students within Wave 3.***