



HAMILTON
International School

**ASSESSMENT
POLICY
23-24 AY**

Igniting passi♥n, purp🎯se and p🗝ential

Mission

Our mission is to develop caring, lifelong learners and global citizens in a culture of excellence through an international, well-balanced education.

Our Core Values



I am
getting better



*emotionally
intelligent*



respectful



collaborator



resilient



communicator



global citizen

Definition of Learning

Learning at Hamilton is the purposeful, personalized process we undertake to help us get better to succeed in school and beyond as a lifelong learner.

Document Control Table

Status		Live Shared with whole Community
Date Approved		27 August 2023
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Linked Documents and Policies Secondary Assessment Weightings Secondary Mid-Semester Report Template Secondary End of Semester Report Template High School Diploma Program of Study		
Version	Date	Comments

1. Aims

The assessment policy aims to:

- Ensure consistency and clarity around assessment practices, recording outcomes and reporting to parents.
- Promote and support a culture of collaboration among teachers, administrators, and the parent community.
- Clearly set out how and when assessment practices will be monitored and evaluated

2. Policy Statement

2.1 Assessment Philosophy

At The Hamilton International School, assessment, teaching, and learning are interconnected. Teachers use a variety of assessments to measure student learning against grade level standards, inform their instruction, and track student progress.

2.2 Principles of Assessment

At The Hamilton International School, assessment:

- is a central part of the learning process, through regular and concise learning advice (feedback)
- is used to obtain useful, ongoing information to assist teachers to review progress
- is used to enable teachers to further plan and review progress
- provides a basis for reporting to parents about student's learning and development
- provides information for school review
- provides data profiling of student achievement and learning barriers which will be the basis for individual, group and cohort program planning

At The Hamilton International School, feedback plays a crucial role in nurturing the academic rigor of every student. Qualitative feedback provides more opportunities for students to focus on the areas for development, rather than focus on the grade achieved. Feedback should provide specific ways students can improve and suggest strategies to get there. Feedback is most effective when it is immediate and personal, allowing the students to reflect on their work and how they can get better.

2.3 Assessment Types and Definitions

At The Hamilton International School, teachers' assessments are used as an integral part of teaching and learning, as well as to give parents a holistic and accurate evaluation of their child's attainment and progress. We use three broad overarching forms of assessment: in-school formative assessment, in-school summative assessment and internationally standardized summative assessment.

a. In School Formative Assessment (Assessment for Learning)

Formative assessment is a continuous process and part of the teaching and learning cycle. The purpose of this type of assessment is to inform teachers of what students have learned and the gaps in their

knowledge, thus informing future planning. All assessment should be sensitive, constructive, and foster motivation. Students should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve.

Effective in-school formative assessment enables:

Teachers to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons

Students to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Some forms of formative assessment used are:

- Questions and answers in class
- Observing students at work and intervening where appropriate
- Quick fire quizzes
- 'What I know/ want to find out' grids which are used at the beginning of many new topics and revisited at the end
- Intervention marking, which may be scanning of work to more detailed marking with responses required from the students, in line with our policy.
- Recording assessment against objectives taught within each curriculum area
- Book looks to assess progress over a given period of time
- Self and peer reflections and assessments
- Unit assessments, including tests

b. In School Summative Assessment (Assessment of Learning)

Summative assessment has an evaluative nature, and usually takes place at the end of the learning cycle such as a unit of work, or at the end of a semester or school year. Summative assessments inform teachers of how well students have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement.

Effective in-school summative assessment enables:

School leaders to monitor the performance of student cohorts, identify where interventions may be required, to work with teachers to ensure students are supported to achieve sufficient progress and attainment, and to make decisions about progress between Grades. It also informs school self-evaluation and performance management.

Teachers to evaluate learning at the end of a unit or period, and the impact of their own teaching. It also informs curriculum planning across the school

Students to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

Parents to stay informed about the attainment, progress and wider outcomes of their child across a period

Some forms of summative assessment used are:

- End of semester and end of year assessments
- End of unit or topic assessments

c. Nationally and Internationally Standardized Summative Assessment

Nationally and internationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts against national and international norms, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to understand national and international norms, and assess their own performance in the broader context
- **Students and parents** to understand how students are performing in comparison to students nationally and internationally

Primary School

Internationally and nationally standardised summative assessments include:

- NWEA Measure of Academic Progress (MAP testing) (The school has transitioned from GL assessments as the main source of summative assessments). For each academic year, we complete
1. **Primary Grade Level Analysis for Students Meeting or Exceeding age-related expectations.**
 2. **Assessment – RIT Averages – Comparison Qatar and Internationally**

All of our students are assessed against the Hamilton objectives

Secondary School

Internationally and nationally standardised summative assessments include:

- NWEA Measure of Academic Progress (MAP testing)
- The Program for International Student Assessment (PISA)

NWEA Measures of Academic Progress (MAP testing)

The Hamilton International School believes in the importance of gathering and analyzing data to guide instruction and to improve student learning. Therefore, we use the NWEA Measures of Academic Progress tests as a data-gathering tool to get an accurate view of the level of performance of our students compared to their peers in other American and International Schools.

The MAP assessments are untimed online tests that align to Common Core & AERO standards. The tests measure growth over time and adapt to each student. At The Hamilton International School, we use MAP

tests twice a year in the areas of Language Usage, Reading, Math, and Science to assess all students in mainstream and intervention classes from Grade KG2 through to Grade 9.

The Program for International Student Assessment (PISA)

PISA is an international assessment of 15-year-old students, conducted every three years, that measures how well students apply their knowledge and skills in science, reading, mathematics, and creative thinking to solve problems in real-life contexts.

PIRLS & TIMSS

3. Policy Guidelines

3.1 Assessment Design

Primary School

Pre KG and KG1 Assessment

At Hamilton, the International Early Years Curriculum (IEYC) guides learning and assessment in Pre-KG and KG1. IEYC learning and development is underpinned by a set of four Learning Strands; Independence and Interdependence; Communicating; Enquiring; Healthy-Living and Physical Well-being.

INDEPENDENCE & INTERDEPEDENCE	COMMUNICATING	ENQUIRING	HEALTHY LIVING & PHYSICAL WELL-BEING
<p>Focuses on developing personal, social and emotional development.</p> <p>This strand links to:</p> <ul style="list-style-type: none"> • The IEYC Personal Goals • The IEYC International Dimension 	<p>Focuses on communicating through:</p> <ol style="list-style-type: none"> 1. Speaking and Listening 2. Reading 3. Writing 4. Number 5. Shape and Measures 6. ICT and Computing 7. Expressive Arts and Creativity 	<p>Focuses on developing the skills of enquiry through exploring:</p> <ul style="list-style-type: none"> • People • The world 	<p>Focuses on developing a positive attitude to:</p> <ul style="list-style-type: none"> • Health • Self care • Physical Activity

Each Learning Strand provides descriptions of what students will experience and learn about through contextualized activities woven into IEYC units of learning and rich play opportunities. There are Learning Focus Trackers that document these experiences and objectives as 'I can' statements that inform formative assessment and planning.

Early Years Learning Focus Tracker Example:

Communication and Language	Student's Names														
Learning Outcomes	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name
I can give focused attention to what others say															
I listen to familiar sounds and identify them	e	m	wt	wb											
I join in stoures, poems, actions songs and rhymes															
I identify and anticipate repeating patterns in stories, poems, songs, rhymes and other language activities															
I can concentrate on an object or an activity of my choosing for short periods															
I listen to others and join in listening activities for developmentally appropriate periods of time															
I can follow simple one step instructions by myself															
I can follow conversations and stoures															
I can interpret non-verbal messages and respond accordingly															
I can use language(s) of instruction and/or other languages if appropriate															
I can respond to ideas and experiences of others through language															
I ask increasingly complex questions, providing answers and explaining reasons															
I use increasingly complex language to describe objects, people, places and events that are present and not present															
I explore and increasing the vocabulary used through play and in developmentally appropriate contexts, for example role play, story-telling and when giving or receiving instructions															
I use langauge to recall, retell and sequence events															
I use language to describe roles, events and storylines in imaginary play situations															
I use language to discuss the past and present and to make predictions about future events															

Early Years Data Tracker Example:

Teacher Name	Class	Independence and Interdependence								Communication and Language								Reading							
NAME		Baseline	Point 1	Point 2	Point 3	Point 4	Point 5	Point 6	Baseline	Point 1	Point 2	Point 3	Point 4	Point 5	Point 6	Baseline	Point 1	Point 2	Point 3	Point 4	Point 5	Point 6			
1		E							M							E									
2		M							M							M									
3		M							M							M									
4		M							M							M									
5		M							M							M									
6		M							M							M									
7		M							M							M									
8		M							M							M									
9		M							M							M									
10		M							M							M									
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12		M							M							M									
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14		M							M							M									
15		M							M							M									
16		M							M							M									
17		M							M							M									
18		M							M							M									
19		WB							M							WB									
20		WB							WB							WB									
21																									
22																									
23																									
24																									
25																									

Class Dojo Learning Portfolio is used to evidence student’s progress and attainment within each of the IEYC learning strands. Teachers observe and document each child's learning in a range of contexts; (whole class, groups, challenges) and within play. Observations are written on Class Dojo, and these record the learning intentions and next steps to show how the children's learning development is being supported. Parents contribute key learning moments from home and experiences on their child's portfolio.

The moderation of Pre-KG and KG1 Class Dojo observations and assessments begins within each grade. Within their grades, practitioners can agree assess judgements with others informally. This might involve two practitioners, for example a teacher and a teaching assistant or two KG1 class teachers, discussing evidence about a student’s development. There are more formal grade moderation meetings that are documented withing the Early Years Getting Better Cycle. These sessions are led by the Grade Leader. Finally, in pupil progress meetings, observations and assessments are moderated with the Assistant Head of Early Years.

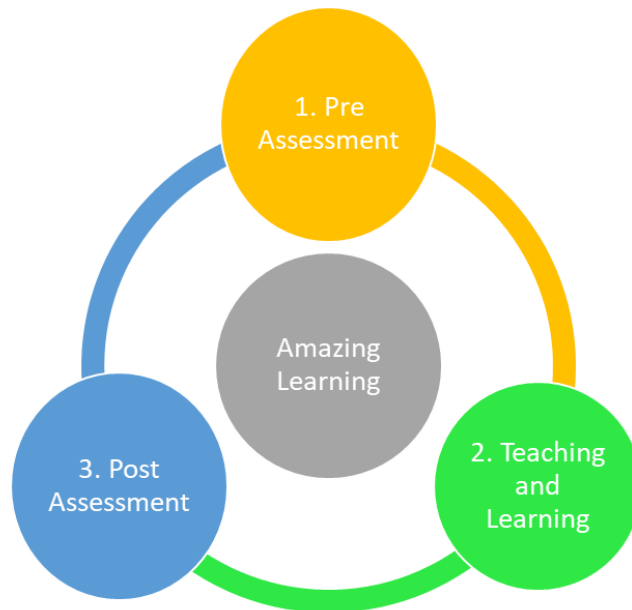
At the end of KG1, the evidence collated on Class Dojo, moderation meetings and pupil progress are used to assess student’s progress and attainment against the IEYC Learning Outcomes. Objectives and Outcomes for the four Learning Strands can be found here: [IEYC Strands & Outcomes.pdf](#).

Phonics

The students in KG1 – Grade 1 undertake Read Write Inc Assessments for Phonics. Baseline RWI Assessments take place at the beginning of KG1 and KG2. Following baselines, student’s progress in phonics is assessed each half-term.

Pre-KG to Grade 5

Our assessment design is built on:



We assess against the Hamilton International Curriculum grade related outcomes using internal data tracking systems.

KG2 – Grade 5

Our bespoke assessment for IPC supports teachers in assessing, and students in self assessing their progress with key skills from the IPC learning goals. The program is broken down into 3 parts:

- Teacher rubrics - essentially, success criteria to help teachers observe and record the level at which students are learning: beginning, developing, mastering (across the different mileposts).
- Student's rubrics – child-friendly versions of the above, in age-appropriate language, for students to use when self and peer assessing.
- Learning advice – specific learning activities and advice, which can be used in class and shared with parents that will help students to move from one stage to their next with their learning. This forms the final part of the feedback loop – feeding forwards to next steps and improvements in learning.

Secondary School

In Secondary School, we use UBD (Understanding By Design) to write curriculum and assessment for our units in all subject areas. The UBD unit plans are founded on backward design.

- In UBD, teachers start their unit planning by identifying enduring understandings, standards, and skills to teach their students. Teachers plan their summative assessments in each unit based on those standards and skills. Teachers use summative assessments as a guide to build their lesson plans and create formative assessments.
- Teachers include their end of unit assessment in their UBD planning document.
- At the beginning of each unit, teachers will assess students' prior knowledge before embarking on new learning experiences.
- Formative assessments take place in every lesson in the form of comments, exit tickets, quizzes, etc.
- Teachers provide students with opportunities to take responsibility of their own learning through self-reflection and peer assessment.
- Teachers of all subjects use rubrics with common language, and detailed criteria to assess students' performance.
- Rubrics are shared with students ahead of time

3.2 Assessment Weightings in Secondary School

Secondary School

- At The Hamilton International School, students' final grades will be determined by a combination of formative and summative assessment.
- In Grades 6, 7 and 8, ongoing (formative and summative) assessment will make up 70% of the final grade. 30% of the final grade will be made up of the end of semester and end of year assessments.
- In Grades 9 and 10, ongoing (formative and summative) assessment will make up 60% of the final grade. 40% of the final grade will be made up of the end of semester and end of year assessments.
- Assessment categories and weightings are determined by each subject (Appendix 1).

3.3 Academic Inclusion

(i) Accommodations:

At The Hamilton International School, we take pride in being a truly inclusive school. Students with additional learning needs, may qualify for assessment accommodations, or curriculum modifications as per the recommendation of the specialist. Any curriculum modifications will be highlighted in the report card with a star next to the course name (Secondary) or with a statement identifying a modified report &/ curriculum (Primary).

Students on the Inclusion Register (Tier 2) follow the same assessment and reporting procedures as their mainstream peers with support in the form of access arrangements (see below). Students with significant additional needs (Tier 3) are assessed through modified and adapted assessments and procedures as outlined below.

We also make accommodations for exams. Some students are expected to learn the same material, but they can celebrate their learning in an alternative way. For example, if a student has a reading disability, the teacher might ask the assessment questions aloud. Some students may receive accommodations on standardized tests as well as classroom exams. Receiving additional time to complete tests is a common accommodation. We have outlined further accommodations below.

(ii) Modifications:

While accommodations refer to how a student learns, modifications refer to how much a student is expected to do or learn.

For example, some students may be given shorter writing assignments or fewer math problems. Other students may be provided books with a lower reading level than the ones that are assigned to their peers.

It is common for a student to receive both modifications and accommodations. Some students may receive one type of support but not the other and some students might not need either.

For example, a student who has dysgraphia or dyspraxia may need one-on-one sessions with an occupational therapist to improve handwriting skills or from a speech therapist to improve communication skills that affect learning.

(iii) Supplementary aids and services:

These include adapted equipment, such as a sensory cushion that supports students with attention or sensory processing issues stay seated and focused for longer periods of time. Other examples of supplementary support include assistive technology and training for staff, students and parents

As per the Access Arrangements and Reasonable Adjustments (Joint Council for Qualifications) <https://www.jcq.org.uk/wp-content/uploads/2020/08/AA-regs-2020-2021-version-for-website.pdf>

The following are examples of adjustments and modifications which can be made to the curriculum to support students with SEN/requiring learning support.

Students may require for example:

- Adaptation of assessment materials
- Adaptation of the physical environment for access purposes
- Adaptation to equipment
- Assessment material in an enlarged format or Braille
- Assessment material on colored paper or in audio format
- Sign Language
- Changing or adapting the assessment method
- Changing usual assessment arrangements
- Extra time, e.g. assignment extensions
- Modified language assessment material
- Practical assistant
- Prompter
- Providing assistance during assessment
- Reader
- Scribe
- Use of assistive software/technology
- Use of CCTV, colored overlays, low vision aids
- Use of a different assessment location
- Use of ICT/responses using electronic devices

Students with communication and interaction difficulties, sensory, physical, social, mental and emotional needs may require for example:

- Supervised rest breaks
- Extra time
- A computer reader or a reader
- Read aloud or an examination reading pen
- A scribe
- A word processor
- A prompter
- A practical assistant
- Colored overlays
- Colored/enlarged papers
- Modified language papers

It is important to note that not all the adjustments (as above) will be reasonable, permissible or practical in some situations. The learner may not need, nor be allowed, the same adjustment for all assessments. Adjustments will be made on a case by case basis depending on the student's level of need.

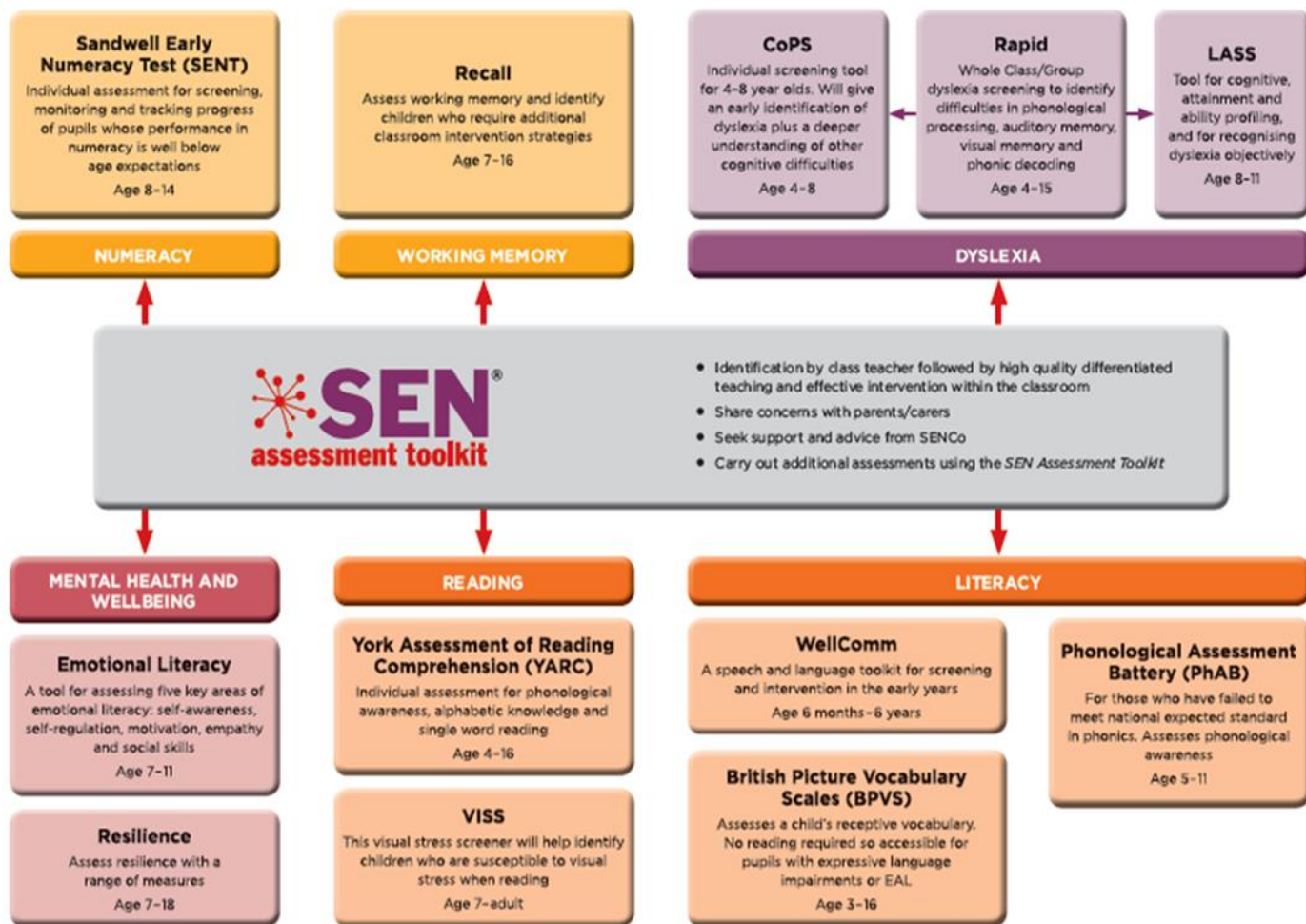
Assessment of SEN students

The needs of individual students are at the center of all teaching, learning, and assessing. At The Hamilton International School, students are encouraged to acquire the knowledge, skills and understanding of the curriculum statements as well as with attitudes.

For students who the school identifies as having additional learning needs, students may complete:

- Lucid Dyslexia Screening Test (LDST)
- SEN Assessment Toolkit (SEN)

	What is it?	What does it assess?	Age range	How long does it take?	Individual/group	
DYSLEXIA	Rapid	<ul style="list-style-type: none"> • Phonological skills • Working memory 	<ul style="list-style-type: none"> • Phonic decoding • Visual-verbal integration memory 	4-15	15-20 minutes	Group
	CoPS	<ul style="list-style-type: none"> • Phonological awareness • Phoneme discrimination • Verbal short-term memory 	<ul style="list-style-type: none"> • Visual short-term memory • Visual and verbal sequencing 	4-8	Around 45 minutes in total, in separate 5-minute chunks	Either
	LASS	<ul style="list-style-type: none"> • Visual memory • Auditory-verbal memory • Phonic reading skills • Phonological processing 	<ul style="list-style-type: none"> • Single word reading • Sentence reading • Spelling • Reasoning 	8-15	Around 45 minutes in total, in separate 5-minute chunks	Either
READING	York Assessment of Reading for Comprehension (YARC)	<ul style="list-style-type: none"> • Phonological skills • Letter sound knowledge • Word reading 	<ul style="list-style-type: none"> • Decoding skills (including accuracy and rate of reading) • Comprehension 	4-16	20-30 minutes	Individual
	VISS	Susceptibility to visual stress		7-adult	20-30 minutes	Either
LITERACY	British Picture Vocabulary Scale (BPVS)	Receptive vocabulary		3-16	10-15 minutes	Individual
	Phonological Assessment Battery (PhAB)	<ul style="list-style-type: none"> • Ability to isolate sounds in single syllable words • Speed of phonological production • Ability to identify rhyme • Segmentation of single syllable words • Retrieval of phonological information from long-term memory 	<ul style="list-style-type: none"> • Ability to decode letter strings • Combining sounds to make spoken words • Ability to use short-term memory for phonological segments • Separation of spoken words into their constituent phonemes • Ability to anticipate how a word would sound if one phoneme is deleted 	5-11	20 minutes	Individual
	WellComm	Speech and language		6 months-6 years	10-15 minutes	Individual
NUMERACY	Sandwell Early Numeracy Test (SENT)	<ul style="list-style-type: none"> • Five strands of basic number skills: • Identification of numbers • Oral counting • Value/computation 	<ul style="list-style-type: none"> • Object counting • Language 	8-14	10-30 minutes	Individual
WORKING MEMORY	Recall	<ul style="list-style-type: none"> • Phonological loop • Visuospatial Sketchpad 	<ul style="list-style-type: none"> • Central Executive Function • Processing speed 	7-16	20-30 minutes	Either
MENTAL HEALTH AND WELLBEING	Emotional Literacy	<ul style="list-style-type: none"> • Self-awareness • Self-regulation • Motivation 	<ul style="list-style-type: none"> • Empathy • Social skills 	7-15	10 minutes	Group
	Resilience	<ul style="list-style-type: none"> • Learned helplessness • Hopefulness • Cognitive and behavioural coping strategies • Control of personal outcomes in life (external versus internal perceptions) 	<ul style="list-style-type: none"> • Coping strategies • Belief in ability to handle challenging situations 	7-18	5-30 minutes	Group



At The Hamilton International School, we do not envisage failing SEN students as we will target their areas of strength and areas for development. These areas are recognized, targeted, and are encompassed into an Individual Education Plan which all involved professionals will work towards.

Our assessments will be carried out at fixed points in the year. These have been set to ensure:

- Students have enough time to demonstrate progress
- Teachers have enough curriculum time to teach content and measure impact
- Parents have access the information in line with Parent Conferences.

3.5 Using Assessment Data

The Hamilton International School adopts a transparent and collaborative approach in data analysis.

- **Teachers** are required to use data from internal and external assessments to inform instruction and set goals for grade levels and individual students.
- **Administrators** carry out Student Progress Meetings with each department, facilitate analysis of data, and ensure correct provision is in place for all learners.

Primary School

There are six assessment points across the academic year, in line with the 'Primary Assessment Cycle' and 'The Getting Better Cycle'. The assessment points follow a system of formative and summative assessment opportunities, Pupil Progress, subject moderation and Record of Support reviews. Our lesson planning begins with the results from our pre-assessments and previous assessment data. Class attainment trackers, 'Learning Focus Trackers' and NWEA MAP Growth trackers are updated after each unit of work and assessment point. This data is analyzed at grade level. The data is fed into our Semester 1 and Semester 2 reports. Following MAP assessments, parents will receive the MAP Family Report, as part of their Semester report or Parent Teacher Conference. All forms of assessment data collected, whether formative or summative, are used to support students make progress from their individual starting points. Student data is looked at ALT level and analyzed as part of our Pupil Progress procedures.

English:

Pre - Assessment	Post Assessment
Small Write	Big Write

Maths:

Pre - Assessment	Post Assessment
Pre Unit Test	Post Unit Test

IPC:

Pre - Assessment	Post Assessment
Knowledge Harvest	Exit Point / Assessment

Read Write Inc (RWI):

Pre - Assessment	Post Assessment
Baseline Phonics Screener	Phonics Check in assessments

More detailed information regarding Primary Assessments in these subjects, can be found in our Parent Handbook.

Qatar Assessment:

Students are assessed in line with The Ministry academic overview four times per year: Mid-Semester 1, Semester 1, Mid-Semester 2 and Semester 2. Students complete their assessments in either Arabic or English.

Primary Marking and Feedback Policy:

Feedback in Primary is personalized and is given in the moment to support and challenge our students. Please see below for the policy.

KG2 – Feedback Policy	
Symbol	Meaning
LO ✓	Green tick next to learning objective to indicate that student has achieved the learning outcome
LO WT	WT (working towards) next to learning objective to indicate that student has partially met the learning outcome
LO ●	Green dot/circle next to learning objective to indicate that student requires intervention/follow up
✓	Correct answer
●	Green dot to indicate incorrect answer or error.
●	'Magic Dot' - Teacher to circle green dot when student has found and corrected the error
I	Capital I with a circle indicates teacher intervention . This could be linked to - a general reminder - a next step to move learning forward - a challenge that the student should respond to / complete - a replacement for verbal feedback
Stamp sets <i>Phase out from Semester Two</i>	
Aa finger c-a-t	check your capital letter finger space use your sounds to write the word full stop
?l Dotted a	check your punctuation letter formation
Additional Information <i>Green to Grow</i> – teacher uses green pen only	
Semester One Print Date and LO for students After settling in period - introduce Mistake – cross out mistakes with a ruler and correct above or to the side.	
Semester Two Students respond to marking and feedback in <i>blue pen</i> Students to write date and LO. Both should be underlined with a ruler.	

G1 to G5 – Feedback Policy	
Symbol	Meaning
LO ✓	Green tick next to learning objective to indicate that student has achieved the learning outcome
LO WT	WT (working towards) next to learning objective to indicate that student has partially met the learning outcome
LO ●	Green dot/circle next to learning objective to indicate that student requires intervention/follow up
✓	Correct answer
●	Green dot put in margin (English/IPC book) or next to question in Maths to indicate incorrect answer.
●	'Magic Dot' - Teacher to circle green dot when student has found and corrected the error
I	Capital I with a circle indicates teacher intervention . This could be linked to - a general reminder - a next step to move learning forward - a challenge that the student should respond to / complete - a replacement for verbal feedback
Additional Information	<ul style="list-style-type: none"> - Any student response to marking and feedback to be in <i>blue pen</i> (grades 1-5). - <i>Grade 1</i> will use pencil until blue pens are introduced at the end of Semester Point 1C or 2A. - <i>Green to Grow</i> – green pen only - <i>Mistake</i> – cross out mistakes with a ruler and correct above or to the side. - <i>Date</i> and LO must be underlined with a ruler

Learning Focus Tracker Example:

Writing	Student Names																	
	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
Transcription:																		
Use prefixes and suffixes appropriately																		
Spell grade appropriate words correctly																		
Spell some words with silent letters																		
Distinguish between homophones and other words which are often confused	h	a	at	ac														
Use morphology and etymology to understand spelling rules																		
Use dictionaries to check the spelling and meaning of words, using the first 3 or 4 letters of a word																		
Use a thesaurus accurately																		
Composition:																		
Identify the audience, structure and purpose of the writing, selecting the appropriate form																		
Note and developing initial ideas, drawing on reading and research where necessary																		
In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed																		
Write in a clear structure to reflect the text genre, purpose and audience																		
Use cohesive devices in and between paragraphs such as conjunctions and adverbials																		
Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning																		
In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action																		
Use a wide range of devices to build cohesion within and across paragraphs																		
Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)																		
Develop and strengthen writing through editing and proofreading																		
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning																		
Ensure the consistent and correct use of tense throughout a piece of writing																		
Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register																		
Proofread for spelling and punctuation errors																		
Perform town compositions, using appropriate intonation, volume, and movement so that meaning is clear																		

Primary Data Tracker Example:

Teacher Name		English - Reading Assessments					English - Writing Assessments					Maths Assessments							
NAME	Class	Baseline	Point 1	Point 2	Point 3	Point 4	Point 5	Baseline	Point 1	Point 2	Point 3	Point 4	Point 5	Baseline	Point 1	Point 2	Point 3	Point 4	Point 5
1		WT						WB						WT					
2		M						WT						M					
3		M						WT						M					
4		WB						WB						WB					
5		M						WT						M					
6		E						M						E					
7		E						WT						E					
8		M						M						M					
9														WT					
12																			
13																			
14		WT						WT						WT					
15		M						WT						WT					
16		M						WT						WT					
17		WT						WB						WT					
18		M						WT						WT					
19		M						WT						WT					
20		M						WT						WT					
21		M						WT						WT					
22		WT						WT						M					
23														M					
24		M						WT						WT					

NWEA MAP and Family Reports:

At Hamilton, Primary students take the NWEA MAP assessment three times per year – September, January and May. MAP assessments are adaptive tests and generate a series of questions linked to the student progress within the test. MAP produces two key sets of data. The RIT score and a percentile for each test taken. The RIT scale is unique to NWEA and is especially designed to measure **growth over time** (we call this progress). The percentile measures the growth of each child in relation to the students who took the same test, at the same time.

The Family Report makes it easy to see not only how each student is achieving, but also how they are **growing**. This enables our teachers to identify the support and challenge each student needs across the different subjects and plan for ‘the struggle zone’. The Family Report consists of 2 pages: key information, a subject breakdown of the RIT score and the percentile. In Primary, the RIT score and percentile are tracked and reviewed at each MAP assessment point and used to inform teaching and learning.

Example of Primary Internal MAP Data Tracker:

MAP - Reading						MAP - Language						MAP - Maths						MAP - Science					
Fall		Winter		Sprng		Fall		Winter		Sprng		Fall		Winter		Sprng		Fall		Winter		Sprng	
RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
177	5					169	1					186	6					183	7				
193	24					202	44					202	32					198	42				
214	72					207	58					201	30					200	49				
177	5					188	13					192	13					183	7				
212	68					213	73					224	84					205	66				
212	68					202	44					218	72					202	56				
210	63					213	73					236	96					213	86				
207	56					215	77					221	78					201	53				
219	81											231	92					209	77				
197	32					207	58					198	23					207	72				
196	30					191	18					215	65					192	24				
191	70					210	65					217	70					174	1				
178	5					194	24					193	14					174	1				
184	11					210	65					203	34					198	42				
160	1					165	1					199	25					171	1				
199	37					206	55					202	32					194	30				
194	26					195	26					182	4					185	10				
207	56					191	18					193	15					179	3				
215	74					220	86					221	78					215	90				
212	68					203	47					210	52					200	49				
221	84					218	83					226	87					217	92				
210	63					209	63					229	90					200	49				
208	59					205	52																

Secondary School

After each Mid-Semester and End of Semester report, report data will be analyzed:

- **By Grade Level:** Trends will be identified and used to inform curriculum planning and intervention.
- **By Subject:** To ensure consistency across subjects and assessments, and to identify subjects where students require intervention.
- **By Individual Student:** To identify students who are at risk of failing and to put intervention in place to support.

If, during the academic year, a student attains Beginning (equivalent to an F grade) on their report then, at THIS we aim to intervene early. After each report cycle, data is analyzed and the following action taken:

- **Beginning (F grade) in one or two subjects:** Parents notified via email. Intervention is likely to be on a subject level and parental support is sought.
- **Beginning (F grade) in 3 or more subjects:** Parent meeting with SLT and parent letter issued. Concerns raised and strategies put in place to support the student at school and at home which could include a referral to the SEN department, behavior monitoring report, adaptations within the classroom, additional support work set, supplementary work completed outside of class.

If a student attains Beginning (F grade) in an ongoing assessment, then a re-sit or resubmission of work may be permitted at the discretion of the teacher and Head of Secondary. The highest mark that can be attained following a re-sit or resubmission of an ongoing assessment is a pass (Beginning Plus for Grades 6, 7 and 8; and Developing for Grade 9).

If a student attains Beginning (F grade) in an End of Semester or End of Year assessment, then re-sit or resubmission of work will not be permitted.

3.6 Reporting to Parents

At The Hamilton International School, we place huge focus on communication with parents through reports, Parent-Teacher Conferences, parent webinars, the student planned and emails.

Primary School

Pre-KG and KG1

In Pre-KG and KG1, practitioners provide parents with a written report of a student's progress and effort in relation to the IEYC strands at the end of Semester 1 and 2, For each strand, this report states whether the student is:

- Exceeding grade level expectations of development
- Working Within grade level expectations of development
- Developing Towards grade level expectations of development (making progress towards expected levels but with aspects that are not yet secure)
- Emerging Towards grade level expectations of development (not yet reaching expected levels)

At the end of KG1 year, the Semester 1 report:

- states the student's attainment against the IEYC outcomes
- summarises attainment in all areas of learning
- comments on general progress including the 8 IEYC personal goals

KG2 – Grade 5

In KG2 – G5 we have 2 fixed Parent Conferences over the year: Semester 1 and Semester 2. Assessments (where possible) are carried out 2 weeks before each Parent Conference. This provides enough time for teachers to measure the progress of the student in the curriculum areas and prepare the appropriate information for parents through the form of formal reports and Parent Conferences. After this, teachers will have the opportunity to have grade level meetings with the other year groups as the student progress through the school.

The reports to parents will report academic progress as well as day to day skills they demonstrate in class.

Reports are:

- Specific to the student
- Concise and informative
- Helpful in identifying appropriate next steps

Pre-KG and KG1

Pre-KG – KG1 Learning Strand 1

1. Independence and Interdependence

IEYC Learning Strand 1: Independence and Interdependence	Summary of Progress
8 IEYC Personal Goals	

- An overall comment is given linking to how the student has settled into the class and in relation to the Pre-KG and KG1 IEYC Personal Learning Goals: Enquiry, Adaptability, Resilience, Morality, Communication, Thoughtfulness, Cooperation and Respect.

Pre-KG – KG1 Learning Strands 2-4

Each student will receive an overview of their learning as follows:

- **IEYC Learning Strand:** The area of learning
- **Progress:** Each student is awarded a progress grade
- **Effort:** Each student is awarded an effort grade
- **Summary of Progress:** Overview of content of learning this term. Progress towards learning objectives and next step of objective/skill that student will work on next term

2. Communicating

Pre-KG

IEYC Learning Strand 2: Communicating	Progress	Effort	Summary of Progress
Speaking and Listening			

Mathematical understanding			
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KG1

IEYC Learning Strand 2: Communicating	Progress	Effort	Summary of Progress
Speaking and Listening			
Phonics/Reading and Writing			
Mathematical understanding			

3. Enquiring

Pre-KG and KG1

IEYC Learning Strand 3: Enquiring	Progress	Effort	Summary of Progress
IEYC Topic inquiry			
Expressive Arts and Creativity			

4. Self-Care and Healthy Living

- **IEYC Learning Strand:** The area of learning
- **Progress:** Each student is awarded a progress grade
- **Effort:** Each student is awarded an effort grade
- **Summary of Progress:** Overview of content of learning this term. Progress towards learning objectives and next step of objective/skill that student will work on next term

IEYC Learning Strand 4: Healthy Living and Physical Well-Being	Progress	Effort	Summary of Progress
Fine and Gross Motor Skills			
Self-Care and Healthy Living			

**Progress and Effort
Pre-KG and KG1**

- Students will be given a performance and effort grade as below. This is a teacher observation based on our internal school rubric in line with year group expectations.

Progress	Exceeding Grade Level Expectations for this time of year based on teacher observations and year group expectation	Effort	Excellent
	Meeting Grade Level Expectations for this time of year based on teacher observations and year group expectation		Good
	Developing Towards Grade Level Expectations for this time of year based on teacher observations and year group expectation		Satisfactory
	Emerging Towards Grade Level Expectations for this time of year based on teacher observations and year group expectation		Improvement needed

KG2 – Grade 5

1. Subject, Attainment and Effort

Subject		Attainment	Effort
English	Reading		
	Writing		
Mathematics			
IPC			
ICT & Computing			
Music			
Languages			
PE			
Arabic	Reading		
	Writing		
Islamic Studies			
Qatar History			

- **Subject:** The subject the student has been studying
- **Attainment:** Each student is awarded an attainment grade
- **Effort:** Each student is awarded an effort grade
- **Comments:** Overview of performance, inclusive of some topics covered.

Attainment	E	Exceeding year group expectations
	M	Meeting year group expectations
	WT	Working towards year group expectations
	WB	Working below year group expectations

Effort	1	Excellent
	2	Good
	3	Satisfactory
	4	Improvement Needed

This table below is a guide and **not** on the report:

E	Exceeding year group expectations (<i>Student mastering grade level outcomes or working on outcomes above the grade level</i>)
M	Meeting year group expectations (<i>Student consistently working on grade level outcomes</i>)
WT	Working Towards year group expectations (<i>Student accessing majority of grade level outcomes from the previous grade</i>)
WB	Working Below year group expectations (<i>Student accessing majority of grade level outcomes more than one year group below the grade they are in</i>)

2. Comments

Subject	Comment
English Reading	
English Writing	
Math	
IPC	
Arabic	
Islamic Studies	
Qatar History	

English, Math, IPC: The comments will include:

- 1 x overview sentence about what topics / units the student has covered so far this term
- 1 x personal comment in this subject
- 3 x objectives / skills that the student has met so far
- 1 x objective / skill that the student needs to work on

3. Social Development

Social Development			
Collaboration		Confidence	
Enquiry		Concentration	
Resilience		Follows instruction	
Care		Time management	
Behavior		Organization	

- Student will be given a performance grade as below. This is a teacher observation based on our internal school rubric in line with year group expectations.

1	Excellent
2	Good
3	Satisfactory
4	Improvement Needed


4. Social Development Comments

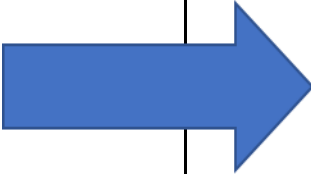

Social Development Comments	


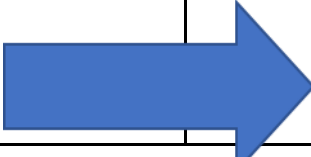
- Student will be given comments regarding their social development. This will include areas of strength, observations, and targets. This will support parents to gain a deeper insight into some of the social development performance scores.



Social Development Rubric


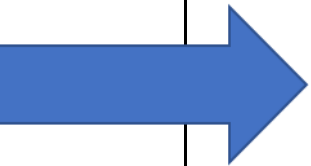
Social Development	4. Improvement Needed	3.Satisfactory	2. Good	1. Excellent
Collaboration	<p>Student needs constant reminders to support team members and to encourages others to meet team goals</p> <p>Student very rarely listens to others and does not often respect their views</p> <p>Student does not facilitate group discussions and continually removes</p>			<p>Student is a very supportive team member and encourages others to meet team goals</p> <p>Student frequently listens to others and respects their views</p> <p>Student actively facilitates group discussions</p> <p>Student is very skilled at negotiating and turn taking</p> <p>Student consistently takes turns, even if their idea/suggestion is on hold</p> <p>Student consistently initiates conversation and teamwork</p>





	<p>themselves / disrupts others Student is poor at negotiating and turn taking Student very rarely takes turns and often wants it their way</p> <p>Student very rarely initiates conversation and teamwork</p> <p>Student often responds to failure negatively</p> <p>Student is consistently disrespectful to others</p>			<p>Student often responds to failure positively</p> <p>Student is consistently respectful to others</p>
<p>Enquiry</p>	<p>Student very rarely asks thought provoking questions</p> <p>Student does not understand the right moment to enquire</p> <p>Students consistently shows no interest about a topic and does it 'because they have to'</p>			<p>Student often asks thought provoking questions</p> <p>Student usually understands the right moment to enquire</p> <p>Students is often naturally curious to find out more about a topic</p>
<p>Resilience</p>	<p>Student normally responds to challenge negatively</p> <p>Student regularly demonstrates a fixed mindset</p> <p>Student often rejects challenges</p> <p>Student finds it very difficult to accept when things (eg timetables) can change and (although naturally disappointed) vent their frustrations inappropriately</p> <p>Student very rarely perseveres when problem solving</p> <p>Student finds it very challenging to build and sustain friendships</p>			<p>Student normally responds to challenge positively and proactively</p> <p>Student regularly demonstrates a growth mindset</p> <p>Student often accepts challenges</p> <p>Student frequently understands things (eg timetables) can change and (although naturally disappointed) accepts this.</p> <p>Student often perseveres when problem solving</p> <p>Student can consistently build and sustain friendships</p> <p>Student normally sees a problem, / set back as an opportunity to come back stronger.</p>

	<p>Student very rarely sees a problem, / set back as an opportunity to come back stronger.</p>			
<p>Care</p>	<p>Student very rarely takes care of themselves, others, and their environment. Student is very rarely proactive and responsive to students who need a caring friend Student very rarely puts others before themselves, and always wants things on their terms Student very rarely takes pride in the care of their presentation (books, uniform etc) and has limited willingness to improve</p>			<p>Student consistently take care of themselves, others, and their environment. Student is frequently proactive and responsive to students who need a caring friend Student regularly puts others before themselves, even if this is conducive to their own personal goal. Student often takes pride in the care of their presentation (books, uniform, etc)</p>
<p>Behavior</p>	<p>Student very rarely models excellent levels of behavior to others Student does not consistently conform with the green zone behavioral expectations Student is on a report card / IBP / has been excluded for behavior after following school behavior policy processes (to be reviewed with HoE)</p>			<p>Student consistently models excellent levels of behavior to others Student consistently conforms with the green zone behavioral expectations. Student has 0 behavior incidents on Engage Student consistently displays excellent behavior across the school Student behaves respectfully to all adults, not just his / her class teacher</p>

	<p>Student consistently displays poor behavior across the school</p> <p>Student behaves disrespectfully to a range of adults within the school community</p> <p>The behavior of the student continually disrupts the learning opportunities for others</p>			<p>Student often may aim to support peers with their behavior, either through guidance or role modelling</p>
<p>Confidence</p>	<p>Student very rarely expresses their ideas without hesitation or judgement</p> <p>Student finds it very challenging to bounce back if they make a mistake – they regularly do not persevere</p> <p>Student’s self-esteem often is low</p> <p>Student can very rarely challenge thoughts of others in a respectful way</p> <p>Student very rarely contributes to class discussions as they are anxious about how they and their answer is perceived.</p>			<p>Student consistently expresses their ideas without hesitation or judgement</p> <p>Student usually bounces back, and their confidence is not shattered if they make a mistake – they persevere</p> <p>Student self-esteem often is high</p> <p>Student can usually challenge thoughts of others in a respectful way</p>
<p>Concentration</p>	<p>Student is very rarely able to focus on the task in hand</p> <p>Student struggles to use personal strategies to support them maintain concentration, in confines of the environment</p>			<p>Student is consistently able to focus on the task in hand</p> <p>Student regularly uses personal strategies to support them maintain concentration, in confines of the environment</p> <p>Student does not usually require reminders from the teacher to maintain concentration</p>

	<p>Student frequently requires reminders from the teacher to maintain concentration, often each lesson</p> <p>Student consistently disrupts the concentration of others.</p> <p>Student very rarely puts in the required effort on a task</p>			<p>Student does not usually purposefully disrupt concentration of others.</p> <p>Student usually puts in the required effort on a task</p>
<p>Follows Instructions</p>	<p>Student very rarely follows instructions from a member of staff the first time of asking</p> <p>Student very rarely follows instructions in a group activity at the appropriate level</p> <p>Student finds it very challenging to distinguish between right and wrong instructions</p> <p>Student can very rarely predict an instruction before one is given and follow the expectations in advance</p> <p>Student can very rarely respond appropriately to written instructions, not just verbal instructions</p> <p>Student struggles to follow age appropriate multi step instructions in the correct sequence</p>			

<p>Time Management</p>	<p>Student can very rarely complete achievable tasks in the designated time limit Student lacks confidence and / or strategies when trying to manage their time if changes / disruptions occur Student often struggles to plan their time effectively resulting in majority of tasks being completed at the level expected. Student very rarely understands the time they have and tasks to complete within that time and manage the time accordingly.</p>		<p>Student can often complete achievable tasks in the designated time limit Students can confidently manage their time if changes / disruptions occur Student is consistently able to plan their time effectively resulting in majority of tasks being completed at the level expected. Student normally understands the time they have and tasks to complete within that time and manage the time accordingly.</p>
<p>Organisation</p>	<p>Student struggles to organize their personal equipment and resources effectively to enhance their learning opportunities Student very rarely prioritizes effectively Student very rarely ensures their own workplace supports them to meet their goals Student very rarely keeps track of their own (and school) equipment</p>		<p>Student usually organizes their personal equipment and resources effectively to enhance their learning opportunities Student consistently prioritizes effectively Student usually ensures their own workplace supports them to meet their goals Student often keeps track of their own (and school) equipment</p>

Secondary School

Teachers report on students' Academic Attainment and Attitude to Learning (Respect and Responsibility) twice per semester through Midterm and End of Term reports, and once via Parent-Teacher Conferences. Both reports include common rubrics and descriptors used by secondary teachers to determine the level

of student achievement. Mid-Semester and End of Semester reports are issued to parents through Engage.

- **Mid-Semester Reports** are data reports that capture a student's attainment level at the time of reporting and attitude to learning for each subject studied.
- **Parent/Teacher Conferences** take place after the distribution of Mid-Semester Reports to discuss any concerns and plan for student progress.
- **End of Semester Reports** capture a student's attainment at the time of reporting and attitude to learning for each subject studies. They also provide written teacher comments to parents and students for each subject and include homeroom statements on Attendance, Punctuality, Uniform and ECA participation.

Inclusion Department

Teachers report to parents through ClassDojo, email, daily communication logs, IEP meetings and reviews along with parent conferences and Provision Map by Edukey. This supports our students with communication difficulties and allows parents to be fully involved in the creation, development and review of Individual Education Plan (IEP) targets.

Some students recognized as having additional needs benefit from a modified school report in Term 1 and Term 3 which is tailored to their academic level. It recognizes and reports upon their achievements and areas for development and is based upon the IEP targets set for them throughout that Academic year.

4. Roles and Responsibilities

4.1 Roles and Responsibilities

Principal

The Principal is responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data.

Head of School

The Head of School is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in all subjects
- Analysing student progress and attainment data, including individual students and specific groups
- Carrying out student Progress Meetings
- Prioritising key actions to address underachievement and ensuring correct provision is in place for all learners.
- Reporting to the Principal on all key aspects of student progress and attainment, including current standards and trends over previous years
- Providing required data to ISP

Assistant Heads of School and Middle Leaders

- Day to day formative and summative data analysis
- Assessment moderation
- Carry out assessment responsibilities as directed by the Head of School
- Liaise with parents, staff and students regarding assessment matters

Teachers

The teacher is responsible for:

- following the assessment procedures outlined in this policy
- moderating students work regularly within and across year groups and subjects
- Carrying out regular formative and summative assessments
- Keeping records of students' achievements in line with this policy
- Reporting to parents in line with the policy

5. Promotion to the next Grade

Primary

If a student is significantly working below the ‘working below’ grade level expectations then they will not be automatically promoted to the next grade level. At the discretion of the school, they may be offered a place in the intervention class for the following academic year or asked to repeat the grade level. This decision would be made in consultation with the Head of Primary, Assistant Head of Primary, Grade Leader, Class Teacher, Head of Inclusion and Parents.

E	Exceeding year group expectations <i>(Student mastering grade level outcomes or working on outcomes above the grade level)</i>
M	Meeting year group expectations <i>(Student consistently working on grade level outcomes)</i>
WT	Working Towards year group expectations <i>(Student accessing majority of grade level outcomes from the previous grade)</i>
WB	Working Below year group expectations <i>(Student accessing majority of grade level outcomes more than one year group below the grade they are in)</i>
SWB	Significantly Working Below year group expectations <i>(Student accessing majority of grade level outcomes more than multiple year groups below the grade they are in and the school believes re-sitting the year would help them progress)</i>

Secondary

Middle School (Grades 6 – 8)

Attainment Levels	Descriptors
Exemplary	The student provides exemplary evidence demonstrating the transfer of concepts, knowledge, and skills as indicated by the stated learning outcome (standard). The student performs all tasks at the highest level of proficiency and all skills are performed consistently, independently and are readily transferred to other areas of learning.
Exceeding	The student provides compelling evidence demonstrating the transfer of concepts, knowledge, and skills as indicated by the stated learning outcome (standard). The student performs all tasks at a high level of proficiency and all skills are performed consistently, independently and are readily transferred to other areas of learning.
Proficient	The student provides sufficient evidence to securely demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). The student shows depth of understanding and performs most tasks at a very good level of proficiency. Skills are performed regularly with great levels of independence and are transferred to other areas of learning.
Approaching	The student provides some evidence to demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). Additional focus and practice are needed to develop and solidify the learning outcome.
Developing	The student provides some evidence to partially demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). Skills are usually performed with support and need focus and practice to develop them further.
Beginning	The student demonstrates an initial understanding of the concepts, knowledge, and skills relevant to the stated learning outcome (standard). The student requires assistance to complete tasks.
Fail	The student provides insufficient evidence to demonstrate an initial understanding of the concepts, knowledge and skills relevant to the stated learning outcome (standard).

- Fail is equivalent to an F grade
- Students with no Fails (F grades) will automatically be promoted to the next Grade level.
- Students with one or two Fails (F grades) will be promoted to the next Grade level. Parents will be informed that their child is failing in one or two subjects.
- Students with three or more Fails (F grades) will not be promoted to the next grade level in mainstream and will need to repeat the year. At the discretion of the school, they may be offered a place in the intervention class for the following academic year if they have an appropriate diagnosis.

High School (Grade 9 - 12)

Attainment Levels	Descriptors	Letter Grade
Exemplary	The student provides exemplary evidence demonstrating the transfer of concepts, knowledge, and skills as indicated by the stated learning outcome (standard). The student performs all tasks at the highest level of proficiency and all skills are performed consistently, independently and are readily transferred to other areas of learning.	A+
Exceeding	The student provides compelling evidence demonstrating the transfer of concepts, knowledge, and skills as indicated by the stated learning outcome (standard). The student performs all tasks at a high level of proficiency and all skills are performed consistently, independently and are readily transferred to other areas of learning.	A
Proficient	The student provides sufficient evidence to securely demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). The student shows depth of understanding and performs most tasks at a very good level of proficiency. Skills are performed regularly with great levels of independence and are transferred to other areas of learning.	B
Approaching	The student provides some evidence to demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). Additional focus and practice are needed to develop and solidify the learning outcome.	C
Developing	The student provides some evidence to partially demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). Skills are usually performed with support and need focus and practice to develop them further.	D
Fail	The student provides insufficient evidence to demonstrate an initial understanding of the concepts, knowledge and skills relevant to the stated learning outcome (standard).	F (no credit)

GPA Grade Values:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4	4	3.7	3.3	3	2.7	2.3	2	1.7	1.3	1	0.7	0

- Students who achieve the graduation requirements will automatically be promoted to the next Grade level. A student who achieves the graduation requirements, but fails a course(s), may be advised to take a catch-up credit independently and at a cost to the parents. The maximum grade awarded for a catch-up credit will be a D- grade.
- Students who do not achieve the graduation requirements will not be promoted to the next Grade level. At the discretion of the school, a student may be given the opportunity to take no more than 2 catch-up credits independently and at a cost to parents. The maximum grade awarded for

a catch-up credit will be a D- grade. In this situation, they will only be promoted to the next Grade level if they meet the graduation requirements.

Reviewed and approved by			
Name	Position	Signature	Date
Terry Senior	CEO/Principal		August 23
IAN RINALDI	HEAD OF PRIMARY		August 23
Breegen Doherty	HEAD OF INCLUSION		August '23
Rebecca Gough	Head of Secondary		August '23
Theresea Pratt	Head of Quality Assurance & Compliance		August 23