

ADMISSIONS POLICY

Document Control	Details
School	Richmond International School Doha
Policy Owner	Executive Principal
Applies to	EYFS, Primary, Staff, Volunteers and Visitors
Approved By/Date	Board of Directors / September 2026
Review Cycle	Annual, or earlier following Ministry or operational change
Next Review	September 2027



Assessment and Feedback Policy

1. Purpose

Assessment at Richmond International School is used to understand what pupils know, can do and need to learn next. It informs teaching, enables timely support and challenge, measures progress against the approved curriculum, and provides pupils and parents with clear information. This policy establishes consistent expectations for assessment, marking, feedback, moderation, data analysis, reporting and examination practice from FS1 to Year 6.

2. Scope

This policy applies to all RIS pupils from FS1 to Year 6 and to all teaching staff, teaching assistants, leaders and specialists involved in assessment. It covers the adopted EYFS framework, Pearson iPrimary, the British curriculum implemented by RIS, and the MoEHE programmes for Arabic Language, Islamic Education and Qatar History. It also applies to internal, external, practical, oral and digital assessments.

3. Regulatory and curriculum framework

The policy is informed by the requirements and guidance applicable to a British-curriculum private school in Qatar, including:

- MoEHE Guidelines for Educational Systems in Private Schools and Kindergartens in the State of Qatar, First Edition 2025, issued through Circular No. 13 of 2025.
- MoEHE guidance for the evaluation of private schools, including expectations for diverse assessment, external standardised assessment, analysis, progress monitoring and reporting.
- MoEHE Circular No. 14 of 2025 concerning teacher competency in Arabic Language, Islamic Education and Qatar History.
- MoEHE Circular No. 1 for the 2026-2027 academic year concerning the use of previous performance outcomes, academic data and reports to set school priorities.
- MoEHE requirements for pupils with disabilities and learning difficulties, including approved support and access arrangements.
- The current EYFS framework, Pearson iPrimary curriculum and assessment requirements, and the rules of any external assessment provider used by RIS.

Where a later MoEHE circular or an assessment-provider rule changes an earlier requirement, the later instruction takes precedence. This policy does not presume the timing of any external inspection; it defines the assessment practice expected at RIS throughout normal school operations.



4. Assessment principles

- Assessment is purposeful. Staff collect evidence only when it will inform teaching, support pupils, validate attainment or meet a reporting requirement.
- Assessment is fair, age-appropriate, inclusive and based on clear learning intentions and success criteria.
- No single test determines a pupil overall attainment, progress, support entitlement or year placement. Decisions use a balanced body of evidence.
- Assessment includes diagnostic, formative, summative, practical, performance-based and external evidence as appropriate.
- Feedback is timely, specific and manageable. Pupils are given opportunities to understand and act on it.
- Assessment information is moderated, analysed and used. Recording data without adapting provision is not sufficient.
- Internal judgements are checked against external or independent evidence where appropriate.
- Information is accurate, confidential and shared only with those who need it for education, safeguarding or legal compliance.

5. Definitions

Term	Meaning at RIS
Diagnostic assessment	Assessment used before or at the start of teaching to identify prior knowledge, starting points, misconceptions and support needs.
Formative assessment	Ongoing assessment used during learning to adapt teaching and help pupils improve.
Summative assessment	Assessment used at the end of a unit, term or stage to summarise attainment against defined curriculum outcomes.
Standardised assessment	A formally administered assessment with common procedures and externally defined comparison or benchmark information.
Moderation	Professional review of assessment evidence to secure consistent and accurate judgements across classes, year groups and subjects.
Attainment	The standard a pupil has reached at a defined point in time.
Progress	The change in a pupil's knowledge, understanding or skill from an identified starting point over time.



6. Roles and responsibilities

Role	Responsibilities
Board of Directors	Approves the policy and assures itself that assessment systems, external benchmarking and resources support accurate evaluation of school performance.
Executive Principal	Holds overall accountability; approves the annual assessment calendar and reporting arrangements; ensures compliance, resources and school-wide improvement action.
Deputy Principal and Assessment Lead	Leads implementation; maintains the calendar and data cycle; validates data; chairs pupil-progress reviews; coordinates moderation, external assessment and reporting.
Senior Leadership Team	Analyses school, phase, subject and pupil-group trends; challenges inconsistencies; approves interventions; monitors impact and reports priorities to the Board.
Middle Leadership Team and subject leaders	Set subject expectations; check assessment quality and curriculum coverage; moderate evidence; support teachers; follow up agreed actions.



Role	Responsibilities
EYFS Leader	Ensures observation-led, developmentally appropriate assessment, accurate profiles, moderation, next-step planning and transition information.
RWI and Fresh Start Lead	Coordinates baseline and six-to-eight-week assessment, regrouping, progress tracking, tutoring and analysis of pupils at risk of falling behind.
Arabic Coordinator and compulsory-subject leaders	Ensure assessment follows current MoEHE academic policy, approved native and non-native pathways, required documentation and student-outcome expectations.
Teachers	Plan valid assessment, provide feedback, maintain accurate records, moderate judgements, identify needs and act on findings within agreed deadlines.
Teaching assistants	Gather agreed observational evidence and support assessment without prompting answers or making final teacher judgements unless authorised and trained.
Pupils	Engage honestly, use feedback, reflect on progress and follow assessment and academic-integrity expectations.
Parents and carers	Provide relevant information, support attendance and ELOs, review reports and communicate concerns through the agreed process.

7. Whole-school assessment framework

7.1 Diagnostic assessment and starting points

- Age-appropriate baseline evidence is gathered at the beginning of the academic year and when a pupil joins RIS during the year.
- Starting points draw on previous records, teacher observation, curriculum tasks, reading and phonics information, language profile and any approved diagnostic reports.
- Baseline assessment must not become unnecessary formal testing, particularly in EYFS. Teachers allow a reasonable settling-in period and distinguish unfamiliarity with English from wider learning difficulty.
- Leaders review starting-point information to identify pupils requiring immediate support, further diagnostic assessment or additional challenge.



7.2 Formative assessment

Formative assessment is part of everyday teaching. Teachers use questioning, observation, Talk Partners, mini whiteboards, short quizzes, exit tasks, practical work, discussion, pupil explanation, self-assessment, peer review, work scrutiny and digital responses. The method selected must match the intended learning and provide usable information.

- Teachers check understanding throughout lessons and adapt explanation, grouping, scaffolding, practice or challenge in response.
- Learning intentions and success criteria are clear and age-appropriate. WALT and WILF may be used where they support pupil understanding.
- Misconceptions are addressed promptly rather than left until the end of a unit.
- Pupils are taught how to assess their own work and give respectful, criteria-based peer feedback.

7.3 Summative assessment

Summative evidence may include independent tasks, moderated writing, end-of-unit assessments, end-of-term assessments, oral assessment, practical performance, projects and portfolios. It must sample the taught curriculum and be proportionate to pupil age. Teachers use summative results formatively by reteaching gaps and revising subsequent plans.

The annual RIS Assessment Calendar specifies required assessments, windows, responsible staff, recording deadlines, moderation points and reporting dates. Subject weightings and assessment instruments are controlled through this calendar and approved schemes rather than fixed permanently in this policy. A grade should not depend on one end-of-term paper unless an external provider or current MoEHE policy specifically requires it.

7.4 External and standardised assessment

- RIS administers approved external assessments at identified educational stages according to the annual assessment calendar. Participation includes all pupils in the targeted cohort unless an approved exemption or access arrangement applies.
- Year 6 pupils undertake the approved Pearson iPrimary external achievement assessment used by the school. RIS also participates in Ministry-directed national or international assessments when selected or required.
- Additional standardised tools may be introduced following approval. A cognitive assessment such as CAT4 is used to understand reasoning and potential; it does not replace curriculum-attainment assessment. A reading assessment such as NGRT is interpreted alongside curriculum reading, phonics and teacher evidence.
- External results are compared with internal judgements and provider benchmarks. Significant differences are investigated rather than adjusted without evidence.
- The Assessment Lead retains provider reports, participation records, access arrangements, analysis and resulting school actions.



8. Phase and subject expectations

8.1 EYFS

- Assessment is primarily based on knowledgeable observation during purposeful play, interaction, routines and adult-led learning. Children are not subjected to inappropriate formal testing.
- Staff establish starting points, identify next steps and maintain a concise evidence base across the areas of learning and characteristics of effective learning.
- FS2 RWI assessment is used alongside communication, language and literacy observations. FS1 practice focuses on language, listening, early development and readiness rather than premature formal outcomes.
- Judgements are moderated within EYFS and at transition. A profile and written report are completed in line with the adopted framework and school reporting arrangements.
- Transition portfolios give Year 1 teachers a clear account of strengths, needs, interests, language, phonics and any support plan.

8.2 Years 1 to 6

Teachers assess against the relevant Pearson iPrimary and approved school curriculum outcomes. Evidence is drawn from independent work, discussion, practical application, reading, writing, problem solving and planned assessments. Reports use a best-fit judgement supported by several sources, not a mechanical average alone.

8.3 RWI Phonics and Fresh Start

- Pupils complete a baseline or entry assessment and are placed in the group that best matches their current reading knowledge and fluency.
- Formal RWI and Fresh Start assessment, regrouping and progress review occur approximately every six to eight teaching weeks.
- The lead checks group movement, pupils making slow progress, attendance, tutoring provision and the impact of intervention.
- Assessment information is recorded securely and shared with class teachers, leaders and parents where it supports provision.

8.4 Arabic Language, Islamic Education and Qatar History

- Assessment follows the current MoEHE academic policy, approved curriculum, native and non-native pathway requirements, and authorised assessment schedules.
- Evidence includes appropriate oral, written, classroom, practical or descriptive assessment. Required results and improvement plans are documented and retained.
- Student outcomes are reviewed alongside classroom practice because current compulsory-subject teacher competency arrangements give significant weight to pupil results.
- Any change to the assessment structure or weighting for a compulsory subject is approved by the Arabic Coordinator and Executive Principal and checked against current MoEHE direction.



8.5 Science, ICT, PE, Art and other practical learning

Practical subjects are assessed through what pupils can explain, apply, create and perform, not through written tests alone. Science assessment includes enquiry, observation, prediction, measurement, recording, analysis and conclusion during classroom-based practical work. ICT assessment includes safe and effective application of digital skills and practical outcomes. PE and Art use age-appropriate performance, process, knowledge and reflection criteria.

9. Feedback and marking

Feedback should help the pupil improve and help the teacher decide what to do next. It may be live, verbal, written, individual, group, digital or demonstrated through modelling. Not every piece of work requires written marking.

- For each regularly taught subject, pupils receive at least one planned opportunity each week for meaningful feedback linked to the learning intention or success criteria. The form of feedback is proportionate to the subject, age and task.
- Feedback is as close to the learning as practicable. Live feedback and immediate correction are encouraged when they improve learning efficiently.
- Teachers may use 2PATs, meaning two positives and a target, when this structure adds value. It is not required where a shorter, more precise response is more effective.
- Verbal feedback may be recorded with VF where a record is useful. Teachers remain responsible for ensuring the pupil understands the action required.
- Model answers, worked examples and mark schemes are used to clarify standards after assessment security is no longer at risk.
- Pupils receive time to correct, improve, practise or respond. Marking that pupils do not understand or use has limited value.
- Leaders monitor both impact and workload. Excessive written marking must not replace responsive teaching or create unnecessary teacher workload.



9.1 Whole-school developmental marking codes

Code or convention	Meaning
Green highlight	Effective work or evidence that the learning intention has been met.
Pink highlight	Review, correct or improve this part.
Tick	Correct or successful work.
Double tick	Particularly strong work or improvement.
Wavy underline	Check spelling. Teachers select errors appropriately rather than marking every error.
CL	Capital letter needed or incorrect.
GR	Check grammar.
/	New sentence needed.
//	New paragraph needed.
V	Improve vocabulary or word choice.
?	Missing, unclear or incomplete work.
??	Re-read and check meaning.
I	Completed independently.
S	Completed with support.
VF	Verbal feedback given.

Codes are taught to pupils and used consistently, but professional judgement applies. EYFS feedback is primarily oral, modelled and interaction-based. Codes must not obscure the pupil's work or reduce feedback to symbols without explanation.



9.2 Extended Learning Opportunities and Effective Language Feedback

RIS does not set routine homework. Extended Learning Opportunities may be offered to reinforce taught learning, practise retrieval, read, investigate or apply skills. They are accessible, proportionate and do not introduce untaught content. Feedback is appropriate to the purpose and may be acknowledgement, discussion, self-checking or teacher response.

Effective Language Feedback provides planned opportunities for pupils to improve subject-specific oral communication. Teachers give clear oral or written feedback and later review whether pupils have applied it in a subsequent speaking or presentation task.

10. Inclusion and access arrangements

- Assessment is adapted to remove unnecessary barriers while preserving the knowledge or skill being assessed.
- Access arrangements are based on documented need and the pupil's normal way of working. They may include additional time, rest breaks, a reader, a scribe, enlarged text, assistive technology, a smaller room or supervised movement breaks.
- A reader does not read text where independent reading is the construct being assessed unless the assessment rules explicitly permit it.
- Teachers consult the SENCO, medical staff and relevant leaders before a formal assessment window. External provider rules always apply to external tests.
- Pupils learning English are given appropriate language support in teaching. Assessment interpretation distinguishes developing English proficiency from subject understanding and possible learning difficulty.
- Assessment information for pupils with disabilities or learning difficulties is linked to individual plans, reviewed interventions and current diagnostic evidence where available.

11. Recording, data quality and pupil progress

Teachers record required assessment information by the published deadline. Records must be based on identifiable evidence and use the agreed scale. A score is not altered to create a preferred pattern. Corrections after a deadline are authorised and traceable.

Stage	Required action	Minimum evidence
Assess	Gather valid evidence against taught objectives and defined criteria.	Work, observation, discussion, test, practical performance or external result.
Validate	Check accuracy through moderation, subject review and data-quality checks.	Moderation record, sample, mark scheme or leader verification.
Analyse	Identify strengths, gaps and variation by pupil, class, subject, cohort and relevant groups.	Class and cohort analysis, question or strand analysis and trend comparison.



Stage	Required action	Minimum evidence
Act	Adapt teaching, group pupils, plan intervention or challenge, and communicate priorities.	Revised planning, action list, intervention record or support plan.
Review	Evaluate whether the action improved learning and decide the next step.	Follow-up assessment, pupil work, progress review and impact note.

- Termly pupil-progress meetings are led or quality-assured by SLT and supported by MLT. Teachers present evidence, explain underperformance and agree named actions and review dates.
- Analysis covers attainment and progress over time, not only current percentages. Where data permits, leaders compare two-to-three-year trends and the proportions of pupils working below and above expected standards.
- Leaders review relevant groups, including pupils with SEND or learning difficulties, pupils receiving intervention, pupils learning English, native and non-native compulsory-subject cohorts, high attainers and pupils with weak attendance.
- Internal results are triangulated with external assessments, curriculum evidence, attendance and contextual information. Unexplained gaps are investigated.
- Because teacher confidence and staff continuity can vary, SLT retains central oversight of the data model, analysis, pupil-progress process and training. Teachers are supported, but data interpretation is not left to individual practice alone.

12. Moderation and standardisation

- Teachers moderate key judgements within year groups and phases at scheduled points. Subject leaders moderate across the school and retain representative evidence.
- Writing, EYFS profile judgements, phonics and other high-impact assessments receive particular attention.
- Moderation checks the match between curriculum outcomes, task demand, marking, evidence and reported judgement. It is not limited to comparing percentages.
- Where disagreement remains, the subject or phase leader reviews the evidence. The Assessment Lead makes or coordinates the final internal decision.
- External exemplification, provider benchmarks and Pearson materials are used where available to support consistency.



13. Intervention, support and challenge

Assessment must lead to action. Pupils who are behind, not making expected progress or demonstrating unmet potential are identified promptly. Teachers provide first-quality adaptive teaching before and alongside targeted intervention. High-attaining pupils receive appropriate depth and challenge rather than additional routine work.

- Interventions have a defined need, entry information, responsible adult, frequency, intended outcome and review date.
- Progress is reviewed using evidence that matches the intervention objective. Attendance and delivery are considered when judging impact.
- An ineffective intervention is adapted or stopped. Repeated low progress triggers further review by the subject leader, SENCO or SLT.
- Parents are informed when sustained or significant additional provision is introduced and are updated on impact.

14. Reporting to pupils and parents

- RIS provides written reports at the end of each term and holds two scheduled parent consultation opportunities each academic year. Additional meetings may be arranged where necessary.
- Reports communicate attainment, progress, strengths and clear next steps. They include relevant test information but do not reduce the pupil profile to a test score.
- For Years 1 to 6, RIS uses the approved school reporting scale, supported by curriculum evidence. Descriptors may include Exceeds Standard, Meets Standard, Approaches Standard and Does Not Yet Meet Standard.
- EYFS reports summarise learning and development, progress across the areas of learning and characteristics of effective learning in line with the adopted framework.
- External assessment results are explained in accessible language, including the assessment purpose, benchmark, limitations and actions taken.
- Concerns about a result should first be discussed with the teacher. Unresolved concerns are reviewed by the relevant leader and then the Deputy Principal or Executive Principal. Any change is evidence-based and recorded.



15. Internal examinations and controlled assessments

- Assessment materials are approved, stored securely and shared only with authorised staff. Pupils must not have prior access to live papers or mark schemes.
- Pupils are seated and supervised in a calm environment. Instructions are clear and consistent, and a visible timer may be used where appropriate.
- For internal KS1 assessments, questions may be read aloud when reading is not the skill being assessed. Comprehension passages or tasks measuring independent reading are not read unless an approved arrangement permits it.
- KS2 and external assessments follow the documented access arrangements and provider rules. Staff must not paraphrase, prompt, teach during the assessment or indicate whether an answer is correct.
- Pupils may use the toilet or take a medical or regulated break when necessary. The break is supervised and recorded without humiliating or penalising the pupil.
- Absent pupils are recorded as absent, not automatically awarded zero. A supervised make-up assessment may be arranged when it remains valid and fair.
- Papers and digital responses are collected, counted and stored securely. Marking follows the agreed mark scheme and is sampled or moderated.
- Disruption, suspected malpractice, loss of materials or procedural irregularity is recorded and referred to the Assessment Lead. Behaviour is managed under the Positive Behaviour Policy; pupils are not threatened with automatic failure.

16. Academic integrity and digital assessment

- Pupils submit their own work and acknowledge sources in an age-appropriate way. Copying, unauthorised collaboration, use of prohibited materials or impersonation is not accepted.
- Artificial intelligence or digital tools may be used only when the teacher has expressly permitted them and defined how their use will be acknowledged and assessed.
- Staff verify identity and supervision for digital assessment, protect login information and follow the E-Safety and Data Protection policies.
- Suspected malpractice is investigated fairly. The school distinguishes deliberate misconduct from misunderstanding, unmet need or inappropriate adult support.

17. Confidentiality, retention and transfer

- Assessment records are stored on approved school systems or in secure controlled files. Personal data is not kept on unauthorised personal devices or accounts.
- Access is limited according to role. Reports or pupil lists are not shared through informal groups or public platforms.
- Records are retained and disposed of according to the school retention schedule, assessment-provider rules and applicable Qatar requirements.
- When pupils transfer, RIS provides accurate educational records through an authorised process. Transition information is sufficient to support continuity but excludes irrelevant personal information.



18. Monitoring, training and policy review

- SLT and MLT review implementation termly through planning, lesson evidence, work scrutiny, data checks, moderation records, pupil voice, reports and intervention impact.
- New staff receive induction in RIS assessment, marking, feedback, data entry and examination procedures. Training is repeated where monitoring identifies inconsistency.
- The Assessment Lead reports strengths, risks, cohort trends and required actions to the Executive Principal. Relevant priorities are incorporated into school improvement planning.
- This policy is reviewed annually and sooner following new regulatory direction, a material curriculum change, significant data weakness or assessment incident.

19. Related school documents

- Teaching and Learning Policy
- Curriculum Policy and subject assessment guidance
- Marking and Feedback implementation guidance
- SEND and Inclusion Policy
- Positive Behaviour Policy
- E-Safety Policy
- Data Protection and Records Retention procedures
- Admissions and Year Placement procedures
- Examination and External Assessment procedures



Appendix A Minimum assessment expectations

Area	Minimum expectation	Review or recording point
EYFS	Observation-led starting points, ongoing assessment, next steps, concise profiles and transition evidence.	Ongoing; moderated termly and at transition.
RWI and Fresh Start	Entry assessment, grouping, tutoring evidence and progress assessment.	Approximately every 6-8 teaching weeks.
Reading Years 1-6	Ongoing fluency and comprehension evidence plus planned curriculum assessment.	At least termly, with more frequent review for identified pupils.
Writing Years 1-6	Independent curriculum-linked writing assessed against agreed criteria.	At least half-termly; moderated at scheduled points.
Mathematics	Ongoing formative evidence, unit or strand assessment and cumulative review.	Each taught unit or agreed assessment point; analysed termly.
Science	Knowledge, enquiry and classroom-based practical evidence, including analysis and conclusions.	Across units; summarised termly.
Humanities and French	Class evidence, retrieval or unit assessment, and application of subject knowledge and skills.	Across each unit; summarised termly.
ICT	Practical application, safe digital practice and appropriate knowledge checks.	At least one assessed practical outcome per term.
PE and Art	Performance, process, knowledge, participation in learning and reflection against clear criteria.	Ongoing; at least one recorded judgement per term.
Compulsory subjects	Oral, written, classroom and descriptive assessment required by current MoEHE policy.	According to approved MoEHE and school schedules.



Area	Minimum expectation	Review or recording point
External assessment	All pupils in the targeted stage participate unless an approved arrangement or exemption applies.	According to annual RIS and provider calendar.
Pupil progress	Validated data, group analysis, agreed actions and impact review.	Termly, led or quality-assured by SLT.



Appendix B Internal assessment readiness checklist

Check	Required control	Complete
Purpose and coverage	Assessment matches taught objectives and samples the intended knowledge or skill.	[]
Approval	Paper, task, mark scheme and timing approved by the relevant leader.	[]
Accessibility	Language, layout and reasonable arrangements reviewed without changing the assessment construct.	[]
Security	Materials stored and shared securely; no pupil has prior access.	[]
Staffing	Invigilators or supervising staff briefed on permitted support and incident reporting.	[]
Pupil information	Date, content, equipment and expectations communicated appropriately.	[]
Environment	Room, seating, clock or timer, technology and emergency arrangements checked.	[]
Attendance	Candidate list, absence recording and make-up decision process prepared.	[]
Collection	Papers or digital submissions counted, named and stored securely.	[]
Marking and moderation	Mark scheme applied consistently; sampling or moderation arranged.	[]
Analysis and action	Results analysed; reteaching, intervention and reporting actions assigned.	[]