



ASSESSMENT & REPORTING POLICY

2025-26

Principal: Oaktree Primary School

Introduction

Curriculum

The National Curriculum of England

- At Oaktree Primary School, we follow The National Curriculum of England (referred to as the British Curriculum), the Ministry of Education, UAE curriculum for Arabic & Islamic and the Early Year Foundation Stage (EYFS) Curriculum for Foundation Stage.
- The updated National Curriculum was introduced into UK schools in September 2014 with all Year Groups having a statutory obligation to follow the content and assessment procedures. At the time, The National Curriculum was developed as part of the UK government's initiative to improve the level of academic attainment of children and young people and in many areas of the curriculum the standard of knowledge, skills and understanding was raised.
- Additionally, the 2014 curriculum has a greater focus on broadening children's learning and ensuring they are secure in their new skills and knowledge. It focuses on progress, rather than levels.
- At Oaktree, we follow a thematic approach to implement the yearly curriculum whereby the classes are assigned a specific theme that runs for 6 weeks.
- A thematic approach to teaching involves integrating all subject areas together under one theme. It crosses over subject lines and helps children relate basic academic skills to real-world ideas. These themed units incorporate English, Maths, Science, as well as the arts for a well-balanced curriculum.

Early Years Foundation Stage

At Oaktree Primary School, we follow the Early Years Foundation Stage (EYFS) which follow the principal that children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

1. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between

birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

2. EYFS at Oaktree seeks to provide:

- quality and consistency across the Foundation Stage, so that every child makes expected and above progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

3. Four guiding principles shape practice in Foundation Stage at Oaktree Primary School. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates.

Islamic Education

In accordance with UAE Laws laid down by the Ministry of Education, all students (in Years 2 to 6) who have registered their religion as Muslim when completing the admission process receive 2-3 lessons of Islamic Education per week. This covers both the curriculum mapped out by the Ministry of Education and Quran recitation.

Arabic A and B

- In accordance with UAE Laws laid down by the Ministry of Education, all students (in Years 2 to 6) who have registered as having an Arabic nationality (i.e. are nationals of one of the 22 Arabic countries) when completing the admission process receive 5 lessons of Arabic A per week.
- These lessons are taught in the Arabic Language and follow the curriculum laid down by the Ministry of Education.
- All students who registered with non-Arabic nationalities also receive 5 lessons of Arabic per week and follow a curriculum that has been designed to teach non-native speakers how to communicate using the Arabic language.

Ethos

- It is our overriding belief that students learn to their optimum in a caring, nurturing environment which recognises the importance of the local culture and traditions.
- We believe a child's education is served best when his/her individual needs are met within a challenging and comprehensive curriculum. We have as our primary purpose the developing of responsible and well-rounded students who will be able to meet the challenges of the 21st century with confidence and anticipation.
- We also recognise that a modern school program must be grounded in sound and current education practice. To this end, we believe that staff development is an integral part of our school's success.
- We believe that children learn differently, and that instruction must be geared to the various approaches to learning in each classroom wherever possible. Also, we recognise the importance of the parents in the learning process and seek ways to involve the parents in school life. Above all, we believe that school should be a satisfying and enriching experience for each student.

Why Assess?

Under the banner of the Athena Education Global Group, we consider assessment to be an integral part of effective instruction. We believe that teaching, learning, and assessing are interdependent.

Our assessment practices are guided by the following principles:

- Assessment is a judgment about how well a student has attained the aims and objectives of a course.
- Assessment should be standards-based. Students are assessed against learning outcomes that are available to parents and students.
- Assessment should account for a variety of learning preferences.

What are the purposes of assessment at Oaktree Primary School?

- To enhance student learning.

This is done through:

⇒ Providing descriptive feedback to students, highlighting strengths and areas for improvement

⇒ Providing opportunities for self-assessment and reflection

⇒ Providing opportunities for students to display their learning in a variety of ways.

- To provide information about student progress towards meeting learning goals. This information is shared with students and parents.
- To assist teachers in reflecting upon and evaluating the effectiveness of their teaching.

For Families

- To communicate the strengths, weaknesses, progress, achievement, areas for growth and learning preferences of their child.
- To develop the partnership between home and school in supporting student learning.

For Senior Leaders

- To deliver long term data to analyse and evaluate current approaches and/or determine the introduction of new programs through the curriculum review process.
- To generate information through constant internal research and analysis, to develop future school plans.
- To plan appropriate self-evaluation and school improvement plans.

For Teachers

- To recognise students' academic strengths and areas of growth so that teachers can better design appropriate classroom instructions.
- To assess students' prior knowledge and determine appropriate instruction in the classroom.
- To gauge the effectiveness of teachers' classroom instructions.
- To give students feedback to improve their performance and achieve learning goals.
- To strive for consistent and reliable understanding of student achievement among teachers.
- To identify individual student needs.
- To provide external confirmation of classroom practices through standardised assessments.

Children's progress is closely monitored at Oaktree Primary School in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make above expected progress in their learning whilst taking into account the needs of individual children.

For Students

- To inform and enable students to monitor their current skill/knowledge levels.
- To empower students to develop as independent, self-reliant, and self-critical learners.
- To help students set goals for their learning and develop learning strategies.
- To build positive self-esteem and a sense of achievement.

Our Vision

Oaktree Primary School, through an inclusive learning culture, aspires to nurture a learning community where learners will:

- Achieve their academic goals
- Develop higher order thinking skills
- Possess cross-cultural mindset.
- Be future contributors to the UAE socioeconomic prosperity.

Curriculum

- All leaders should ensure the curriculum is implemented to reflect year group standards.
- The curriculum should promote literacy, develop language skills in all subjects, identify opportunities for innovation, entrepreneurship, enterprise and understanding of environmental sustainability.
- Leaders are responsible for all students meeting their age appropriate requirements including curriculum coverage.
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Teaching

- Leaders at all levels should monitor the effectiveness of the teacher, provide professional development to match the outcomes of monitoring and set targets for improvement.
- Leaders should hold all teachers to account for the effectiveness of teaching and improving student achievement.
- Leaders should monitor the skill development and ensure all students have opportunity to develop skills in every lesson.

Assessment

- Leaders should evaluate regularly and accurately, inform governors and the wider community and set challenging targets for improvement and ensure all stakeholders are aware of the outcomes of assessments.
- Leaders should promote and ensure that all lessons and provisions are inclusive and meet the National Agenda requirements.
- Leaders should be able to identify strengths and weaknesses of student achievement for all groups in all subjects and year groups.

Leaders

Curriculum

- All teachers need to understand the place of what they are teaching in the curriculum.
- Teachers should modify their teaching and the curriculum to promote literacy, language development and innovative thinking.

Teaching

- All teachers should plan and implement relevant year group standards and measure progress accurately and provide challenge and feedback for all groups in every lesson.
- Teachers should unpack the age appropriate standards in every lesson and enable all groups of students to make progress and address gaps in learning in every lesson.

Assessment

- All teachers should track the progress made by all students each lesson and involve the students in setting targets for improvement.
- Teachers should consistently assess during lessons.

Curriculum

- Students should understand the relevant year group standards and know how to adjust their learning to address gaps.
- Students in every year group should understand and participate in opportunities for innovation, entrepreneurship and enterprise every week.

Teachers

Assessment

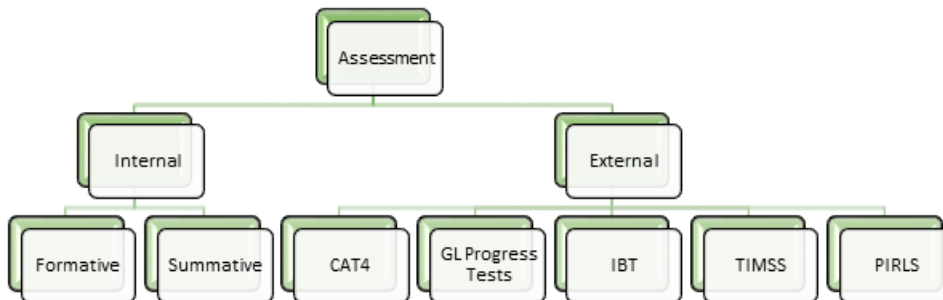
- Students should know how to assess their work and identify next steps in learning.
- All students should know the level they are working at.
- Students should understand what each assessment tells them, why there are differences between the assessments and understand what they need to do to address gaps and improve achievement.

Teaching

- Students should be able to identify prior to their learning and make connections between subjects.
- Students should understand the relevant year group standards in each subject and know what to do to improve.

Students

Types of Assessment



Internal Assessments

- **Summative** - Summative assessments at Oaktree take place once at the end of every term.

A Summative assessment is sometimes called assessment of learning or evaluation. It should reflect the performance or achievement of students related to the standards and objectives addressed during the term. Though summative assessments may be used formatively if teachers see a need for re-teaching, they are mainly used at the end of a term. They take the form of written assessments/exams at the end of each term. Summative assessment results are included when reporting student grades. Comments related to growth are included on report cards.

- **Mid-Term Projects** – Children are assigned half-termly projects based on the theme they are working on in that half-term.

These projects are carefully created to promote critical thinking, cross-curricular application and creativity across the school. Children are given detailed criteria in the form of a rubric which they are required to follow when creating their projects. This rubric is used by teachers to assess each child's project and provide a grade based on their achievement.

Measuring attainment and progress

Here in Oaktree Primary School, we focus on the child's **progress**, rather than their level. This gives teachers and SLT members a better understanding of the child's current attainments and their learning needs, rather than the level.

Baselines

At the beginning of each academic year all children take a baseline assessment in the core subjects (English, Maths, Science, Arabic & Islamic). These assessments are designed to assess a child's achievements from the previous academic year and provide a starting point for the teacher to plan, prepare and differentiate lessons accordingly.

Along with internal baseline assessments, children's CAT4 assessment results are also used to further validate the level a child is placed at.

This level is further assessed by identifying the child's application of knowledge through teacher observation, tasks, and formative assessments throughout the term. This is

obviously only a snapshot of a child at school, and we encourage parents to have regular conversations with teachers about how they are progressing socially and emotionally at school as well as academically.

At Oaktree Primary School, we focus on the individual child's progress and attainment, as we recognise that all children are different, but that progress and attainment are key indicators of success. The teachers draw on examples of work throughout the term and focus on what children have actually achieved against curriculum standards.

To measure progress and attainment within our school we have created a system which measures progress in bands. These bands are:

Below Emerging - the child does not yet know or is not able to access the age-appropriate curriculum.

Emerging – the child knows some content but does not apply the skills consistently.

Expected – the child knows the required content and can apply the skills consistently.

Exceeding – the child knows the content and can apply this to a greater depth and in various contexts and situations independently.

These 3 levels are further divided into sub-levels, as explained below.

At Oaktree Primary school, a series of new objectives and skills are taught and assessed by the teachers every term in line with the UK National Curriculum expectations. As each term progresses, the objectives increase and become progressively challenging and develop critical thinking.

In Term 1, the expectation is that a child's skills start at the **Emerging** and **Expected** stage of the subject.

In Term 2, the expectation is that a child progresses to the **Expected** stage of the subject and will then work towards moving on to the **Exceeding** stage by the end of Term 3.

In Term 3, the expectation is that a child's skills are consistently maintained at the **Exceeding** stage.

	19 %	
Working Towards	- 49%	
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+	- 49%	
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	- 64%	
+	- 79%	
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Baseline No	o 6
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nd	or Depth

- **Formative** – Formative assessments at Oaktree take place on a regular basis throughout the year.

A Formative assessment is sometimes called assessment for learning since it provides feedback for the teacher throughout the year/term/topic to determine if more attention needs to be given to a particular concept, if differentiation is needed, or if students are ready to move on. Formative assessments guide decisions about student grouping and provides timely, ongoing feedback to students to assist with goal setting. Exit cards, quizzes, mini-conferences and reflective tasks are a few examples used often by teachers.

At Oaktree Primary School, teacher observation is a powerful tool used to make instructional decisions on a regular basis. Formative assessments reflect student growth and progress and are not included when reporting student grades. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need work.
- Help teachers recognise where students are struggling and address problems immediately.
- Will not normally contribute to a students' termly report grade.
- Can take a wide variety of forms: quizzes, teacher observation, student work marking, copy books, workbooks, questioning, discussion, exit slips, peer/self-assessment, white boards, thumbs up, thumbs down, draw a picture/doodle of what we learnt today, write/say three things that we learnt today.
- Can be skills based.

Formative Marking

All work is marked providing the children with CNR feedback:

Commendations -Comments on positive student Performance (reference to LO)

Next Steps -Next steps should be indicated. Next steps should be in future tense. These should close the gap in their learning or challenge children so that they are applying their learning.

Reflect– Students' response to teacher's feedback, questions asked by the teacher to engage the student in dialogue about the process of learning. Questions to encourage deeper/critical thinking.

This along with other codes, explained in detail the school's marking and feedback policy, are evident on every piece of work the student produces in his/her class. All student achievement is measured against the Learning Objective of the lesson, using the marking and feedback policy, and a formative grade per lesson is given where the child is either emerging, expected or exceeding in his/her achievement on a teacher's class tracker sheet.

External Assessments

External Assessments against international benchmarks are used to compare the attainment of OPS students to other international British curriculum school students. The following table illustrates in detail the external assessments that take place at OPS.

Name of Assessment	Purpose	Target Year Groups
CAT4	Cognitive Abilities Test: Fourth Edition (CAT4) is an assessment of reasoning ability can identify where a student's real strengths lie, free from the constraint of the curriculum and unencumbered by learning barriers. This is a predictor assessment whereby we can identify potential students of determination and gifted and talented.	Year 1 – 6
GL Progress Tests	Assess pupils' knowledge, understanding and application in the core subjects (English, Maths, & Science). They also track progress at individual and cohort level and indicate possible gaps in learning. GL Progress tests are standardised on over 100,000 students, with benchmarks verified each year based on analysis of over half a million pupils.	Year 1 – 6
International Benchmark Tests (IBT – Arabic)	The IBT Arabic Language tests are designed to assess proficiency in Arabic Reading, Grammar, Spelling and Vocabulary through multiple-choice	Arabic A – Year 4 – 6 Arabic B – Year 3 - 6

	questions in response to a variety of texts and situations. *Arabic A - Yr. 4-6 *Arabic B - Yr. 3-6 (based on 3 levels)	
TIMSS	Trends in International Mathematics and Science Study 2019 (TIMSS) has been a valuable vehicle for monitoring international trends in mathematics and science achievement at the fourth and eighth grades. * Next cycle- TIMSS 2023	Year 5
PIRLS	The Progress in International Reading Literacy Study (PIRLS) is an international assessment and research project designed to measure reading achievement at Year 5 level, as well as school and teacher practices related to instruction. Year 5 students complete a reading assessment and questionnaire that addresses students' attitudes toward reading and their reading habits. In addition, questionnaires are given to students' teachers and school principals to gather information about students' school experiences in developing reading literacy.	Year 5

Assessment & Reporting in Foundation Stage

On entry to the Foundation Stage, all children are given a baseline assessment to get a full understanding of their abilities. Teachers then use this baseline data to plan and prepare differentiated lessons as per the need of the class for the seven different areas of learning.

At the end of each term a report is written, for each child, against the different areas of learning and development which reflect the EYFS goals in line with statutory requirements. These reports are shared with parents on a termly basis.

A Learning Journal is maintained by every Foundation Stage teacher reflecting each child's development which is shared with the parents at the end of the academic year.

By the end of their Foundation Year in school it is expected that most children reach the 'Early Learning Goals'. This is reported to parents in July, so parents know if their child is at the age-related expectation or is emerging into this. Most importantly it shows how much progress has been made from the baseline, and so teachers in Year 1 are ready to teach them their next steps in the National Curriculum.

Inclusion

Effective assessment within school starts with everyone having a clear understanding of the purpose and being confident to use a range of assessment types. Most children have their special educational needs met through good classroom practice. Day-to-day formative assessment through observation, questioning and marking enables the teacher to know about an individual child's needs and plan next steps for learning and development and how to adapt teaching as a result.

At Oaktree we adapt the curriculum and make it more accessible for students of determination (SOD) including the gifted and talented through:

- appropriate teaching methodology
- specific individual support for children whose learning needs are severe, complex and lifelong
- an innovative and supportive curriculum

- mentoring and counselling
- providing on-going professional development training to all classroom teachers and assistants
- learning support teachers
- differentiated materials
- specialist group support from outside agencies
- providing opportunities for parents to make informed decisions about placement options with adequate time and support.

When teachers are setting summative assessments, or benchmark assessments are approaching, it is important to consider the following for students with identified needs:

- Is it appropriate for the student to be given this assessment?
- Do formal arrangements need to be made through the Inclusion Department so the student can access the assessment? Do they require modified papers or a reader, etc.?
- What reasonable adjustments and accommodations can be put in place to support the student?

For many students of determination, the effort applied to learning is significant and any assessment should recognize this, along with the level of independence, whilst maintaining high aspirations and expectations. The graduated approach involves teachers using information from their formative and summative assessments and making judgments about the progress a student is making.

Individual Education Plans

Individual Education Plans (IEPs) are designed for identified students of determination to inform the planning, delivery and assessment of the student's educational program. The Individual Education Plan is developed by the inclusion department in collaboration with

parents and appropriate stakeholders. IEPs are required for students receiving support from the Inclusion Department. Students on IEPs may have assessments modified by a reduction in the number or length of assessment tasks, the provision of extra time to complete work or the provision of individualized assignments. Students on IEPs receive the full range of reports provided to other students, and meetings are held regularly to evaluate their progress and programs.

Connecting Assessment Data to Teaching & Learning

At Oaktree we use data to:

- set high expectations for learning
- identify student achievement and provide goal setting
- identify underachievement in order to provide intervention
- identify the gifted and talented in order to provide adequate challenge
- inform decisions on resource allocation
- monitor, evaluate and benchmark performance (internally & externally)
- support school improvement

We gather several types of data that is used in a number of ways:

1. Class data sheet – recording teachers' formative assessment on a daily basis for all core and non-core subjects.
2. FS2 – Year 1 – Phonics tracking and progress sheet – recording phonics assessments per child on a half-termly basis.
3. Spelling tracking sheet – recording weekly spelling test marks on a weekly basis.
4. Guided Reading tracking sheet – recording the reading level of each child and their progress, which is assessed on a half-termly basis.
5. Subject-wise summative assessment trackers – recording end of term summative assessment scores for each class.

The Head of Assessment and Data maintains an “Attainment and Progress Tracker”, filling in CAT4, GL Progress Tests and internal assessments, and groupings data for each class throughout the year. This data is used by:

- Teachers: To plan and prepare effective lessons on a termly basis.
- Head of Assessment and Data: To triangulate the scores with planning, student outcomes and assessment scores to ensure the data is reliable and valid.

Student Code	Student Name	Gender	Nationality	Year Group	Sector	Verbal Spatial Profile	External Assessments										Progress Test English						
							Verbal SAT		Quantitative SAT		Non-Verbal SAT		Spatial SAT		Verbal Deficit / Surplus	Student of Behaviour	EAL	G&T	Emra				
							SA	ST	SAS	ST	SA	ST	SA	ST									
OPS1234	XXXXXXXX	Female	XXXX	Year 6	Bsharat	Average even bias	91	4	89	4	98	5	90	4								X	
OPS1235	XXXXXXXX	Male	XXXX	Year 6	Bsharat	Average even bias	89	4	74	2	91	4	93	4	-2		x						
OPS1236	XXXXXXXX	Female	XXXX	Year 6	Bsharat	Average even bias	103	5	91	4	114	7	96	4			6						
OPS1237	XXXXXXXX	Male	XXXX	Year 6	Bsharat	Low even bias	60	1	61	1	60	1	61	1	0		1x						
OPS1238	XXXXXXXX	Female	XXXX	Year 6	Bsharat	Moderate verbal bias	89	4	68	1	88	3	66	1			7						
OPS1239	XXXXXXXX	Male	XXXX	Year 6	Bsharat	Mild spatial bias	81	2	78	2	87	3	94	4	-6								
OPS1240	XXXXXXXX	Male	XXXX	Year 6	Bsharat	Low even bias	80	2	87	3	86	3	86	3	-6								
OPS1241	XXXXXXXX	Male	XXXX	Year 6	Bsharat	Average even bias	97	5	99	5	98	5	98	5	-1		7						
OPS1242	XXXXXXXX	Male	XXXX	Year 6	Bsharat	Average even bias	97	5	103	5	101	5	96	4	-4		6						
OPS1243	XXXXXXXX	Male	XXXX	Year 6	Bsharat	Average even bias									0		1						
OPS1244	XXXXXXXX	Female	XXXX	Year 6	Bsharat	Average even bias	93	4	74	2	79	2	98	5									
OPS1245	XXXXXXXX	Male	XXXX	Year 6	Bsharat	Low even bias	72	1	81	2	86	3	76	2	-14			b					
OPS1246	XXXXXXXX	Male	XXXX	Year 6	Bsharat	Mild verbal bias	110	6	115	7	112	7	93	4	-2		1						
OPS1247	XXXXXXXX	Female	XXXX	Year 6	Bsharat	Average even bias	113	7	87	3	115	7	110	6			5						
OPS1248	XXXXXXXX	Male	XXXX	Year 6	Bsharat	Average even bias	89	4	96	4	105	6	99	5	-16								

Baseline Sub Code	Baseline Band	Baseline Number	Target Subcode - End of Term	Target Band - End of Term	End of Term 1 Sub Code	End of Term 1 Band	Term 1 Number	Progress Points from Baseline	End of Term 2 Sub Code	End of Term 2 Band	Term 2 Number	End of Term 3 Sub Code	End of Term 3 Band	Term 3 Number
EM2	Emerging	3	EXP2	Expected	EXP2	Expected	6	3	Em3	emerging	4			
EM1	Emerging	2	EXP1	Expected	EM3	Emerging	4	2	Em3	emerging	4			
EM2	Emerging	3	EXP1	Expected	EXC1	Exceeding	8	5	EXP3	Expected	7			
EM1	Emerging	2	EXP1	Expected	EM3	Emerging	4	2	EXP2	Expected	6			
EM2	Emerging	3	EXP2	Expected	EXP2	Expected	6	3	EM3	emerging	4			
EM2	Emerging	3	EXP2	Expected	EM3	Emerging	4	1	EM3	emerging	4			
EM1	Emerging	2	EXP3	Expected	EXP1	Expected	5	3	EXP1	Expected	5			
EM2	Emerging	3	EXP1	Expected	EXP3	Expected	5	2	EXP2	Expected	6			
EM2	Emerging	3	EXP1	Expected	EXP3	Expected	7	4	EXP2	Expected	6			
EM1	Emerging	2	EXP1	Expected	EM2	Emerging	3	1	EM2	Emerging	3			
EM3	Emerging	4	EXP3	expected	EXP2	Expected	7	3	EXP1	Expected	5			
EM2	Emerging	3	EXP2	Expected	EM3	Emerging	4	1	EM2	Emerging	3			
EM2	Emerging	3	EXP1	Expected	EXP3	Expected	7	4	EXP2	Expected	6			
EM3	Emerging	4	EXP3	Expected	EXP3	Expected	7	3	EXC1	Exceeding	8			
EM2	Emerging	3	EXP1	Expected	EXP3	Expected	7	4	EXP1	Expected	5			
EM1	Emerging	2	EXP1	Expected	EM3	Emerging	4	2	EM1	emerging	2			
EM1	Emerging	2							EM3	Emerging	4			

All data collections are used to inform teaching and learning throughout the year by individual teachers, Year/Subject leaders, and professional learning teams to inform and improve their classroom teaching.

Reporting

At Oaktree Primary School, we understand that an effective reporting process should provide accurate and honest information about students' progress and achievement based on curriculum standards and an open two-way dialogue between teachers and parents. Parents should have the opportunity to discuss their children's progress with teachers and teachers/administrators should contact parents when they have a concern relating to progress.

Reporting Format

Reporting of student progress to parents includes 3 formal end-of-term report cards uploaded on the portal update and parent teacher meetings. Progress is measured against curriculum standards and are used to inform parents of their child's journey throughout the year.

Term 1 & Term 2

Snapshot reports providing details of the child's performance in the end of term summative assessments are generated. These reports include the grade a child has achieved and his/her target for the next term; a score on the child's effort during the term and teacher's general comments based on his/her performance this term and his/her steps for improvement in the coming term.

Term 3

An end of year report is generated providing subject-wise information about the child's achievement throughout the year along with the final grade achieved in the summative assessments. This report also includes next-steps for the child to work on in his/her next academic year.