

Assessment and Reporting at Capital School Bahrain

We use several key indicators across KS3, KS4 and KS5 in each subject at Capital School. Each is included in the progress report issued at the end of each term. For each subject, pupils will receive the following:

All Key Stages (KS3/KS4/KS5):

- **Effort for Learning Scores** – this includes Attitude to Learning, Behaviour for Learning and Organisation for Learning

- **'Working At' Grade** – this is an indication of progress based on comparing each pupil's target grade starting point (from CATS and/or Standardised Testing) and the performance in class and during assessments carried throughout the term

Key Stage 3 (Years 7-9):

- **Assessment Average Percentage** – The average % for all assessments sat across the term.

Key Stage 4 & Key Stage 5 (Years 10-13):

- **Current Grade** – the grade each pupil is currently attaining

- **Target Grade** – the grade each pupil is targeted to achieve

Effort for Learning Scores

Effort for Learning			
Grade	Attitude to Learning	Behaviour for Learning	Organisation for Learning
1 – Excellent	Shows enthusiasm, actively participates, completes work to the best ability, perseveres, and reflects on feedback.	Sets a positive example, acts respectfully, enables excellent progress, always punctual, and wears uniform with pride.	Always brings required equipment; books and notes are exceptionally tidy and well-organised.
2 – Good	Positive attitude, engages in lessons, completes work well, often pushes self, and acts on advice.	Usually follows instructions, remains focused, generally punctual, and uniform is mostly correct.	Usually has equipment; books and notes are tidy and well-organised.
3 – Needs Improvement	Engagement is inconsistent; needs encouragement, rarely perseveres, and seldom reflects on feedback.	Occasionally disrupts lessons, sometimes hinders progress, frequently late, and uniform often needs correcting.	Often lacks equipment; books and notes are untidy and poorly organised.
4 – Cause for Concern	Little enthusiasm, minimal work, frequently off-task, does not persevere or act on advice.	Regularly disrupts lessons, makes progress difficult for others, nearly always late, and uniform below standard.	Nearly always lacks equipment; books and notes are very untidy and disorganised.

The most important element of a pupils learning at Capital School is the positive attitude towards learning in every classroom. We have described each “Effort for Learning” score here for the termly parent report. It includes Attitude to Learning, Behaviour for Learning and Organisation for Learning

Assessment Percentage Average (KS3 Only)

During the term regular in class assessments take place in the form of end of unit or topic tests and towards the end of each term each subject provides a “synoptic assessment” to summarise the learning for that term.

Pupil percentage average scores are reported on the termly report. These percentages help teachers decide each pupils “Working At” Grade (see below)

“Working At” Grade (Progress Indicator) - Above Expectations, On, Below or Significantly Below Expectations

Target grades are intended as a general guide, not a fixed prediction of future performance. They are set at the start of Year 7 based on prior attainment at Key Stage 2 (information from Year 6 teachers) or CATS test results. These targets are compared with current assessment scores and reported as Above Expectations, On, Below, or Significantly Below Expectations.

Current Grade (KS4 & 5 Only)

This is the current IGCSE or BTEC grade the pupil is currently working at based on their application of the learning that has taken place so far. IGCSE grades are reported as 9-1 and BTEC Grades as Pass, Merit, Distinction

Target Grade (KS4 & 5 Only)

This is the IGCSE or BTEC grade the pupil is expected to achieve by the end of the course. IGCSE targets are given on the 9 to 1 scale, and BTEC targets are set as Pass, Merit, or Distinction.

Please remember this is not an exact science—some pupils will exceed their targets through hard work, while others may fall short. Targets are reviewed annually and can be adjusted upward if a pupil consistently performs above expectations. Our aim is to encourage every pupil to work hard and strive for the highest possible achievement.

Important Note on “Working At” Grades

There may be occasions where pupils are shown as “Significantly Below” for their Working At grade. This is not unusual in new subjects such as Music, Art, Drama, Food, and Design & Technology, as these are areas pupils may not have studied before. At this stage, this should not be a cause for concern, as pupils are still developing the foundational skills needed for these subjects.

Questions & Queries

If you have any questions regarding your child's report, please communicate directly with the subject teacher. Please refer to the School Directory on the iSAMS Parent Portal for contact details.

If the query is more general, please contact Ms Lulu for KS3 or Ms Millie for KS4/KS5.

Mr. Daniel Allen

Assistant Headteacher

Secondary Data, Assessment & Curriculum