



HAPPY HOME ENGLISH SCHOOL, SHARJAH

Student Progress Policy

2025-2026

OUR VISION

Our vision is to provide an affordable but rigorous British curriculum in a happy, stimulating environment where children will recognize their potential contributing their best to the society.

OUR MISSION

To provide a safe and supportive environment where personal identity is embraced and where technology facilitates creativity and critical thinking and engages students in a personalized yet collaborative approach to self-directed learning.

Purpose of the Policy

This Student Progress Policy explains how we support, assess, and report students' learning and development in a clear, fair, and student-friendly way. Our aim is to help every child understand their progress, feel confident about learning, and know how to improve.

Scope

This policy applies to all students from **Foundation Stage (FS2) to Year 7** and follows the **British Curriculum** across **three academic terms**.

Our Belief about Progress

Motto of Happy Home English School is **Every Child Matters**

We believe that, every child can make progress at their own pace. Progress includes academic achievement, skills, effort, and personal development. Mistakes are part of learning and help us grow. Feedback should be kind, clear, and helpful.

What Do We Mean by Student Progress?

Student progress means:

- ❖ Improvement in subject knowledge and skills over time.
- ❖ Development of learning skills such as creativity, collaboration, problem-solving, communication, and independence.
- ❖ Positive learning attitudes, behaviour and effort.
- ❖ Integrating innovation in learning.

Progress is measured by comparing a student's current performance with their **previous performance**. The analysis is done section wise and year wise for three years for all year groups from 1 to 7.

Assessment Structure (Three Terms)

The academic year is divided into **three terms**:

- ❖ **Term 1:** Baseline, CAT4 and initial assessments to understand starting points
- ❖ **Term 2:** Mid-year assessments to check progress and provide support
- ❖ **Term 3:** End-of-year assessments to review achievement and growth

Assessments are age-appropriate and may include:

- ❖ Classwork and homework
- ❖ Digital Quizzes and tests
- ❖ Projects and presentations
- ❖ Observations (especially in FS2)
- ❖ Term assessments (Year 1- Year 4)
- ❖ Term assessment + exams (Year 5 – Year 7)

How We Support Student Progress

To help students progress, we

- ❖ Set clear learning objectives in child-friendly language
- ❖ Share success criteria so students know what is expected
- ❖ Provide regular verbal and written feedback
- ❖ Use differentiated activities to meet different learning needs
- ❖ Offer extra support, intervention, or enrichment when needed

Feedback to Students

Feedback is: -

- ❖ Positive and encouraging
- ❖ Focused on strengths and next steps
- ❖ Given regularly through marking, discussions, and reflection
- ❖ Students are encouraged to:
 - Reflect on feedback
 - Ask questions about their learning
 - Take responsibility for improving their work

Recording and Tracking Progress

Teachers track progress using:

- ❖ Baseline tests
- ❖ Ongoing assessments
- ❖ Termly assessment records
- ❖ School assessment and reporting systems
- ❖ International Benchmark tests such as CAT4, PT Series, PIRLS, TIIMSS and IBT Arabic

This helps teachers identify: -

- ❖ Students making good progress
- ❖ Students who need extra support
- ❖ Students who may benefit from additional challenge

Reporting to Parents

Parents are informed about progress through:

- ❖ Termly report cards (three per year)
- ❖ Parent-teacher meetings - Open House and curriculum events
- ❖ Ongoing communication where needed
- ❖ Feedback given through WhatsApp messages and school calendar

Support for Students Needing Additional Help

Students who need extra support may receive:

- ❖ Small-group or one-to-one intervention
- ❖ Differentiated classroom tasks
- ❖ SEN support where applicable (in form of digital worksheets and notes)
- ❖ Regular monitoring and review
- ❖ Parents are informed and involved whenever additional support is planned.

Roles and Responsibilities

Teachers –

- ❖ Plan lessons that support progress
- ❖ Assess fairly and consistently
- ❖ Provide timely feedback
- ❖ Make proper intervention plans and design strategies

Students –

- ❖ Try their best in class and assessments
- ❖ Act on feedback
- ❖ Take responsibility of their own learning

Parents –

- ❖ Support learning at home
- ❖ Attend meetings and review reports
- ❖ Communicate with teachers when needed

School Leadership –

- ❖ Monitor progress across the school
- ❖ Ensure consistency in assessment
- ❖ Provide professional development for staff

Review of the Policy

This policy is reviewed annually to ensure it remains effective, student-friendly, and aligned with the British Curriculum. This policy supports a positive learning culture where every child is encouraged to grow, improve, and succeed.