

A04: ASSESSMENT POLICY

Rationale

At Edison International Academy, Al Markhiya we believe that assessment provides the basis for informed teaching, helping Students to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which Students understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of Students in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual Students
- To provide regular information for parents that enables them to support their child's learning

- To provide the information that allows school leaders and stakeholders to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

Assessment Cycle:



Types of assessment

At Edison International Academy MK, we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning – AFL)

Formative assessment is a powerful way of raising Students' achievement. It is based on the principle that Students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are utilized to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual

- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments are utilized to:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age-standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1, KS3 and KS4 are met
- provide information about cohort areas of strength and weakness to build from in the future

Summative Assessment Outline - Goalposts:

- Year 1: Phonics screening check
- Year 2: English/Maths GL Assessments and performance indicators
- Year 2: English / MathsUK **Standard Assessment Tests (SATs)** and performance indicators (initiated 2025)
- Year 5: English/ Maths GL Assessments and performance indicators
- Year 6: English / MathsUK **Standard Assessment Tests (SATs)** and performance indicators (initiated 2025)

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Planning for assessment

The Early Learning Goals and National Curriculum Programmes of Study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum and provide the markers to assess both formative and summative approaches.

Lessons are planned with clear learning objectives, based on the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all Students. Teachers use focused marking, questioning and observations to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment and Reporting in the Foundation Stage

Continuous assessment of students' achievement of the Learning goals across the seven Learning areas from the Early Years Framework occurs over the academic year. This is assessed through the use of Long observations, Short Observations, focus activities, and questioning. The information is recorded in individual student portfolios to give show progress, acquisition and achievement of the Learning goals, as stated in the Early Years Learning Outcomes document.

Diagnostic Assessment is conducted with the EYFS students at the beginning of the Term 1, a few weeks after the students have settled in. The text is conducted a second time at the end of Term 1 or beginning of Term 2 and a third time at the end of Term 3. The students are tested on the following:

- Phonics Knowledge
- Numbers and Numerals
- Colours
- Shapes
- Predominant hand
- Letter formation

- CVC and CVCC spelling and reading (Term 2 & 3 in Reception)
- Sentence reading and Writing (Term 2 & 3 in Reception)
- Sight Words (Term 2 & 3 in Reception)
- Diagraphs (Term 3 in Reception)

At the end of each term, information gathered will be recorded in a Term Report for each EYFS student and shared with parents. The information will state if the student is assessed against the early learning goals and recorded at 'emerging', an 'expected', or 'exceeding' level. This will also be noted for Arabic and Islamic Studies.

All assessment information is filed in Individual Student Profiles to ensure there is comprehensive documentation of the student's progress over their EYFS years.

Assessment and Recording in Key Stage 1 and 2

Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.

Assessment using end of topic tests, projects (with accompanying Rubrics), Mid Term and End of Term exams and short tests are used to provide ongoing information on achievement of curriculum learning objectives across each term. The results of these will be used to provide information and grades when reporting to parents. Parent will receive reports each term giving information on students' progress and grades.

Student Progress Trackers are also used to assess how well the students are progressing through the curriculum. Diagnostic and Baseline information is collected at the beginning of the academic year in English, Maths and Arabic. This will be used to set targets for individual students, to inform teacher planning of the class programme, and to provide data for analysis of baseline student performance. At the completion of the Academic year, all students will be tested with similar tests to provide data to be

used for analysis of individual student achievement and progress, class progress and achievement and comparative data analysis across the years.

Setting Tests for Assessment Purposes

- Diagnostic tests, topic tests and other short tests need to be sent to the SLT to be checked and approved to ensure that they will give a true indication of the Learning objectives being assessed as being achieved or not.
- As marks go towards the grades that will indicate if a student will pass or fail, the marking of tests need to be moderated across the year groups.
- A file for each year level containing all tests given for grading purposes should be kept by the SLT.

Marking Policy

- All students will receive regular verbal and written feedback on their work. Marking should be diagnostic and meaningful.
- Marking should regularly include next steps/targets for students to work towards.

Assessment Records

- Teachers will keep records of assessment results, observations and target acquisition of every student within their class.
- Each student will have an individual portfolio which contains assessment information and work samples. These will be cumulative over their Primary school years and will be passed on to consecutive teachers. This is to ensure that each student is progressing, and if they are not, a way forward to find out why can be found.

Appendix 1: Examples of Assessment materials, tools and tests

Reading	<ul style="list-style-type: none"> • Focused marking • Student observations • Book/work scrutiny • Guided Reading Records • Phonics assessment materials (including flashcards, real/invented word tests, robot-talking words; sight recognition of high-frequency words) • Salford Reading Test • Teacher-planned comprehension tests/activities • Phonic phase assessments – 6 Year old Phonics Screen (UK SAT) • AfL • UK SATS English Reading Comprehension • GLs Reading Comprehension (Year 2, 5),
Writing	<ul style="list-style-type: none"> • Focused marking • Student observations • Book/work scrutiny • Writing samples (independent where possible) • Phonics assessment • Results of class tests (e.g. weekly spelling tests) • Critical Thinking Writing Assessment • Student peer and self-assessment

Maths	<ul style="list-style-type: none"> • Focused marking • Student observations • Book/work scrutiny • Results of class tests (e.g. tables tests) • Maths unit tests • GLs Math Assessment (Year 2 & 5) • UK Math Assessment (Year 2 & 6) • Student Peer -self assessment
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Autumn Term	<p>English</p> <ul style="list-style-type: none"> • Update of tracking grids for reading and writing based on focused marking and observations of children's learning (Introduced Term 2 2023) • Running records/guided reading records • Independent writing samples • Assessments of phonic phase for each child (EYFS/KS1) • Set new learning targets <p>Maths</p> <ul style="list-style-type: none"> • Update of tracking grids for maths based on focused marking and observations of children's learning (Introduced Term 2 2023) • Set new targets <p>Foundation Subjects</p> <ul style="list-style-type: none"> • Record significant progress against learning targets • Update Class Student Progress Profile
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Spring Term	<p>English</p> <ul style="list-style-type: none">• On-going update of tracking grids for reading and writing based on focused marking and observations of children's learning (Introduced Term 2 2023)• Running records/guided reading records• Independent writing samples• Assessments of phonic phase for each child (EYFS/KS1)• Set new learning targets <p>Maths</p> <ul style="list-style-type: none">• On-going update of tracking grids for maths based on focused marking and observations of children's learning (Introduced Term 2 2023)• Set new targets <p>Foundation Subjects</p> <ul style="list-style-type: none">• Record significant progress against HPC learning targets• Update Class Student Progress Profile
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Summer Term	<p>English</p> <ul style="list-style-type: none"> On-going update of APP-based tracking grids for reading and writing based on focused marking and observations of children's learning (Introduced Term 2 2023) Running records/guided reading records Independent writing samples Assess phonic phase for each child (EYFS/KS1) and update phonic phase grid Year 1 – 6 Post Diagnostic Reading Test Year 1 – 6 EOT Exams - Reading, Writing Spelling and Grammar Year 2 & 5 GL Exams Math and English Set new targets National Curriculum progress check and targets recorded on End of Year Report <p>Maths</p> <ul style="list-style-type: none"> On-going update of APP-based tracking grids for maths based on focused marking and observations of children's learning Year 2 and Year 6: SATs Tests -Written and Mental and Teacher Assessments Set new targets National Curriculum levels and targets recorded on End of Year Report Year 7 – Year 9 NCT/Lower Secondary/Checkpoint <p>Foundation Subjects</p> <ul style="list-style-type: none"> Record significant progress against HPC learning targets and complete End of Year Report Update Class Student Progress Profile
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Appendix 1:

Edison International Academy – Al Markhiya

Formative & Summative Assessment Percentages and Procedures

Implemented August 2024

Formative Assessment Percentage Weighting Policy

"Empower students to learn for life and strive for excellence so that they can contribute positively to the global society"

Rationale:

The rationale behind implementing a formative assessment policy where formative assessments contribute 60% to the overall termly grades is rooted in several key educational principles and benefits. By implementing this formative assessment policy, the school aims to create a supportive and effective learning environment that prioritizes continuous improvement, active engagement, and personalized instruction. This approach not only enhances academic outcomes but also fosters a love of learning and a commitment to lifelong education with stakeholder involvement, school parents and students.

Aim:

The primary aim of this policy is to integrate formative assessments seamlessly into the teaching and learning process. By contributing 60% to the overall termly grades, formative assessments play a crucial role in providing continuous feedback to students, thereby enhancing their learning outcomes. This policy ensures that assessments are not just a means of grading but a tool for learning and improvement.

Objectives

The objectives of this policy are multifaceted. Firstly, it aims to monitor student progress continuously, allowing teachers to provide timely and constructive feedback. This feedback helps students understand their strengths and areas for improvement. Secondly, the policy seeks to identify learning gaps early, enabling teachers to adjust their instructional strategies to meet the diverse needs of their students. Additionally, it encourages students to engage in self-assessment and peer assessment, fostering a sense of responsibility and ownership over their learning. Lastly, the policy ensures that formative assessments are conducted in a fair, consistent, and transparent manner.

Assessment Methods:

Formative assessments can take various forms to cater to different learning styles and objectives. These include:

- **Quizzes and Tests:** Short, frequent quizzes help gauge students' understanding of the material covered. These assessments are designed to be low-stakes, focusing on learning rather than grading.
- **Classroom Activities:** Interactive activities such as group work, discussions, and projects encourage active participation and collaboration among students. These activities provide opportunities for students to apply their knowledge in practical contexts.
- **Homework Assignments:** Regular homework assignments reinforce classroom learning and provide additional practice. These assignments are designed to be meaningful and aligned with the learning objectives.

- **Observations:** Teachers observe students' participation and engagement during lessons. These observations provide valuable insights into students' learning behaviors and attitudes.
- **Self and Peer Assessments:** Students are given opportunities to assess their own and each other's work. This process helps them develop critical thinking and reflective skills.

Grading and Feedback:

Formative assessments will contribute 60% to the overall termly grades, emphasizing their importance in the learning process. Teachers will give marks for tasks based on a specifications or rubrics and will provide constructive feedback that is specific, actionable, and timely. This feedback will focus on highlighting students' strengths, identifying areas for improvement, and suggesting next steps. Teachers will maintain detailed records of all formative assessments and the feedback provided to ensure transparency and consistency.

Implementation Procedures:

To effectively implement this policy, teachers will plan formative assessments as an integral part of their lesson plans. These assessments will be aligned with the learning objectives to ensure they are relevant and meaningful. Communication is key; therefore, students and parents will be informed about the assessment criteria and the significance of formative assessments. Consistency in assessment is crucial, so teachers will use standardized criteria and rubrics to evaluate student work. Regular review of assessment data will help teachers identify trends and adjust their instructional strategies accordingly.

Roles and Responsibilities:

The successful implementation of this policy requires the active involvement of teachers, students, and parents. Teachers are responsible for planning and conducting formative assessments, providing feedback, and adjusting their teaching strategies based on assessment data. Students are expected to engage actively in formative assessments, reflect on the feedback received, and take responsibility for their learning. Parents play a supportive role by understanding the importance of formative assessments and encouraging their children to act on the feedback provided.

Parental Involvement:

Parents are crucial partners in their children's education. Here are ways they can be involved:

- **Understanding the Process:** Parents should familiarize themselves with the formative assessment process and its importance how these assessments contribute to their child's learning and overall grades.

- **Regular Communication:** Parents should maintain regular communication with teachers to stay informed about their child's progress. This can be through attendance at parent-teacher meetings, by emails, Dojo or Whatsapp.
- **Supporting Learning at Home:** Parents can support their child's learning by providing a conducive environment for homework and study. They can also help their child review feedback from formative assessments and set goals for improvement.
- **Encouraging Self-Assessment:** Parents can encourage their children to reflect on their learning and assess their own progress. This helps children develop self-awareness and responsibility for their learning.
- **Providing Feedback to Teachers:** Parents can share their observations and feedback with teachers, which can provide additional insights into the child's learning needs and progress.

Professional Development:

To ensure the effectiveness of formative assessments, teachers will receive ongoing professional development on effective assessment strategies and feedback techniques. This training will equip teachers with the skills and knowledge needed to conduct formative assessments effectively. Additionally, teachers will collaborate to share best practices and develop consistent assessment approaches.

Benefits of Continuous Assessment:

- **Feed Back:** Formative assessments are designed to provide continuous feedback to students, helping them understand their learning progress. By contributing significantly to the overall grade, these assessments emphasize the importance of ongoing learning and improvement rather than just final outcomes. This approach encourages students to engage more deeply with the material and take ownership of their learning journey.
- **Identifying Learning Gaps Early:** One of the primary benefits of formative assessments is the ability to identify learning gaps early in the instructional process. This early detection allows teachers to adjust their teaching strategies and provide targeted support to students who may be struggling. By addressing these gaps promptly, the policy helps ensure that all students have the opportunity to succeed.
- **Promoting a Growth Mind-set:** By focusing on continuous assessment and feedback, the policy promotes a growth mind-set among students. It encourages them to view challenges as opportunities for growth and to understand that effort and persistence are key to improvement. This mindset is crucial for long-term academic and personal success.
- **Encouraging Active Participation:** Formative assessments often involve interactive and engaging activities such as group work, discussions, and projects. These activities encourage active participation and collaboration among students, making learning more dynamic and enjoyable. This active engagement helps students retain information better and develop important social and communication skills.

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- **Providing Meaningful Feedback:** The policy ensures that students receive specific, actionable, and timely feedback on their performance. This feedback is essential for helping students understand their strengths and areas for improvement. It guides them on how to enhance their skills and knowledge, leading to better academic outcomes.
- **Supporting Differentiated Instruction:** Formative assessments provide valuable data that teachers can use to differentiate instruction. By understanding each student's unique needs and learning styles, teachers can tailor their teaching methods to better support individual students. This personalized approach helps ensure that all students can achieve their full potential.
- **Involving Parents in the Learning Process:** The policy encourages parental involvement by keeping parents informed about their child's progress and the importance of formative assessments. When parents understand and support the assessment process, they can provide better support at home, reinforcing the learning that takes place in the classroom.
- **Aligning with Educational Standards:** The policy aligns with best practices in education, which emphasize the importance of formative assessments in promoting effective learning. It ensures that the school meets educational standards and provides a high-quality education that prepares students for future academic and personal success.

Evaluation:

The school administration will monitor the implementation of the formative assessment policy to ensure it is being followed correctly. The policy will be reviewed annually to ensure it meets the needs of students and aligns with educational standards. This review process will involve gathering feedback from teachers, students, and parents to make necessary adjustments.

Summative Assessment Percentage Weighting Policy

Rationale:

The summative assessment policy, contributing 40% to the overall termly grades, is designed to provide a comprehensive evaluation of student learning. It holds students accountable and motivates them to perform well, while also allowing for benchmarking against national or international standards. The results inform future instructional planning and help identify strengths and weaknesses in student learning. This policy enhances parental involvement by providing clear measures of student performance and supports a balanced assessment approach that values both ongoing learning and final achievements. Ultimately, it encourages reflective practice and continuous improvement, contributing to a high-quality educational experience.

Aim:

"Empower students to learn for life and strive for excellence so that they can contribute positively to the global society"

The purpose of this policy is to outline the procedures for summative assessments in primary school, where these assessments contribute 40% to the overall termly grades. Summative assessments are designed to evaluate student learning at the end of an instructional period, providing a comprehensive measure of their understanding and mastery of the material.

Objectives:

The objectives of this policy are multifaceted. Firstly, it aims to evaluate student learning and achievement at the end of a term. This evaluation provides a clear and objective measure of student performance, which is essential for understanding how well students have grasped the material. Secondly, the policy seeks to inform future instructional planning and curriculum development. By analyzing the results of summative assessments, teachers can identify areas where students excel and areas that may need additional focus. Lastly, the policy ensures that summative assessments are conducted in a fair, consistent, and transparent manner, maintaining the integrity of the grading process.

Assessment Methods:

Summative assessments can take various forms to cater to different learning styles and objectives. These include:

- End-of-Term/ End of Unit Exams: Comprehensive exams that cover all the material taught during the term. These exams provide a broad overview of student understanding and retention.
- Standardized Tests: Tests that measure student performance against national or international benchmarks. These tests help to ensure that students are meeting expected standards.
- Final Projects: In-depth projects that require students to apply their knowledge and skills in a practical context. These projects often involve research, critical thinking, and creativity.

Grading and Feedback:

Summative assessments will contribute 40% to the overall termly grades, emphasizing their role in the overall evaluation of student performance. Teachers will provide detailed feedback on summative assessments, highlighting strengths and areas for improvement. This feedback will be shared with students and parents to ensure transparency and to guide future learning. Teachers will maintain accurate records of all summative assessments and the feedback provided, ensuring that the grading process is consistent and fair.

Implementation Procedures

To effectively implement this policy, teachers will plan summative assessments as part of their curriculum planning. These assessments will be aligned with learning objectives to ensure they are relevant and meaningful. Communication is key; therefore, students and parents will be informed about the assessment

schedule and criteria well in advance. Consistency in assessment is crucial, so teachers will use standardized criteria and rubrics to evaluate student work. Regular review of assessment data will help teachers identify trends and adjust their instructional strategies accordingly.

Roles and Responsibilities

The successful implementation of this policy requires the active involvement of teachers, students, and parents. Teachers are responsible for planning and conducting summative assessments, providing feedback, and using assessment data to inform instruction. Students are expected to prepare for and participate in summative assessments, reflect on the feedback received, and use it to improve future performance. Parents play a supportive role by understanding the importance of summative assessments and encouraging their children to act on the feedback provided.

Parental Involvement

Parents are crucial partners in their children's education. Here are ways they can be involved:

- **Understanding the Process:** Parents should familiarize themselves with the summative assessment process and its importance. Schools can provide informational sessions or materials to help parents understand how these assessments contribute to their child's overall grades.
- **Regular Communication:** Parents should maintain regular communication with teachers to stay informed about their child's progress and assessment schedules. This can be through parent-teacher meetings, emails, or school portals.
- **Supporting Preparation:** Parents can help their children prepare for summative assessments by providing a conducive study environment and encouraging effective study habits. This support can include setting up a quiet study space, helping with time management, and providing resources such as books and study guides.
- **Reviewing Feedback:** Parents should review the feedback provided on summative assessments with their children and help them set goals for improvement. This process helps students understand their performance and areas where they can improve.

Professional Development

To ensure the effectiveness of summative assessments, teachers will receive ongoing professional development on effective assessment strategies and feedback techniques. This training will equip teachers with the skills and knowledge needed to conduct summative assessments effectively. Additionally, teachers will collaborate to share best practices and develop consistent assessment approaches.

Evaluation

The school administration will monitor the implementation of the summative assessment policy to ensure it is being followed correctly. The policy will be reviewed annually to ensure it meets the needs of students and

aligns with educational standards. This review process will involve gathering feedback from teachers, students, and parents to make necessary adjustments.

Benefits of Summative Assessment

Summative assessments provide several key benefits:

- **Comprehensive Evaluation:** They offer a broad overview of student learning and achievement, helping to identify overall strengths and weaknesses.
- **Accountability:** Summative assessments hold students accountable for their learning, encouraging them to take their studies seriously.
- **Benchmarking:** These assessments can be used to compare student performance against national or international standards, providing valuable insights into how well the school is performing.
- **Instructional Planning:** The results of summative assessments can inform future instructional planning, helping teachers to focus on areas that need improvement.
- **Motivation:** Knowing that summative assessments contribute to their overall grades can motivate students to study and perform well.

School Examination Circular

School Examination Policy- Control Procedures

سياسة الامتحانات بالمدارس- إجراءات وكنترول

First: How to conduct the examination process:	كيفية سير عملية الامتحانات: أولاً
The School Principal and the Curriculum Coordinator shall be committed to maintain the confidentiality of the examinations, follow them and ensure their proper functioning. They shall be responsible for any violation or leaking of any exam.	1- يلتزم كل من مدير المدرسة والمدير الأكاديمي بالحفاظ على سرية الامتحانات ومتابعتها والاطمئنان على حسن سيرها ويقع على عاتقهما أي مخالفة أو تسريب لأي امتحان من الامتحانات.
The exam questions shall be developed in consultation between the Principal, the Curriculum Coordinator, the coordinator and the teachers; each of them shall submit their own suggestions regarding the questions.	2- يتم وضع أسئلة الامتحان بالتشاور بين مدير المدرسة والمدير الأكاديمي والمنسق والمدرسين بحيث يقدم كل منهم مقترحاته بشأن الأسئلة.

The Curriculum Coordinator shall set the final exam formats, and then he/she alone shall print and keep them.	3 - يقوم المدير الأكاديمي بوضع الصيغة النهائية للامتحان ثم يقوم بطباعتها والاحتفاظ بها وحده دون غيره.
The exam shall be printed the week before each exam by the Principal and the Curriculum Coordinator with the help of one printing technician.	4 - يجب طباعة الامتحان في 4 مساءً من ليلة كل امتحان بواسطة مدير المدرسة والمدير الأكاديمي وبمساعدة طباع واحد.
The Principal/ Curriculum Coordinator shall sign the question sheets after printing, place them in closed envelopes, and keep them in SLT office.	5 - يقوم المدير الأكاديمي بالتوقيع على أوراق الأسئلة بعد طباعتها وتوضع في أطرف مغلقة مطبوعة بالشمع ثم يحتفظ بها في خزانة مغلقة داخل مكتبه.
The Principal/ Curriculum Coordinator shall submit the questions papers to the coordinator 10mins before the start of the exam while sealed after signing the receipt by the coordinator.	6 - يقوم المدير الأكاديمي بتسليم أوراق الأسئلة لمنسق المرحلة قبل بدء الامتحان بنصف ساعة مغلقة وذلك بعد أن يقوم المنسق بالتوقيع بالاستلام.
The coordinator shall distribute the question papers to the teachers five minutes before the exam and after signing by each teacher that he received the papers sealed.	7 - يقوم المنسق بتوزيع أوراق الأسئلة على المدرسين قبل بدء الامتحان بخمس دقائق وذلك بعد أن يوقع كل مدرس بأنه استلم الأوراق مغلقة .
The School Principal, Curriculum Coordinator shall refrain from handing over the question papers, even if they are closed to any other staff member of the school, in order to deliver or distribute them.	8 - يمتنع على كل من مدير المدرسة والمدير الأكاديمي والمنسق تسليم أوراق الأسئلة ولو كانت مغلقة إلى أي موظف آخر بالمدرسة لتسليمها أو لتوزيعها.
After ending the mentioned consultation stage, any employee other than the above-mentioned, whatever his/her job grade is, shall not in any way participate in this process.	9 - بعد انتهاء مرحلة التشاور المذكورة يحظر على أي موظف آخر غير المذكورين أي كانت درجته الوظيفية المشاركة بأي شكل من الأشكال في هذه العملية.
The class teacher has the right to refrain from taking the examination papers if they are opened or not sealed.	10 - يحق للمنسق ولمدرس الصف الامتناع عن تسليم أوراق الامتحان إذا كانت مفتوحة أو غير مختومة بالشمع.
The class teacher communicate immediately with the School Principal/ Curriculum Coordinator to report any leak or any suspicious incident inside the classroom or any information that he/she knows regarding any breach of the confidentiality of examinations.	11 - يجب على مدرس الصف والمنسق فوراً التواصل مع مدير المدرسة والمدير الأكاديمي للإبلاغ عن أي واقعة تسريب أو أي واقعة مريبة تحدث داخل الصف أو عن أي معلومة تصل إلى عمله بشأن الإخلال بسرية الامتحانات.

The School Principal/ Curriculum Coordinator shall inform the Managing Director of any incident or information regarding the exam leak, fraud or any other suspicious matter.	12- يلتزم مدير المدرسة والمدير الأكاديمي بإبلاغ المدير العام بأي واقعة أو معلومة تتعلق بالتسريب أو الغش أو بأي أمر آخر مريب.
A room is assigned in the school to receive the answer sheets from the class teachers, called the control room. The key is possessed only by the Principal/ Curriculum Coordinator	13- تخصص غرفة بكل مدرسة لاستقبال أوراق الإجابة من مدرسي الصف تسمى غرفة الكنترول يجوز مفتاحها المدير الأكاديمي فقط.
The class teachers collect the answer sheets from the students after the end of the exam time and put them in sealed envelopes and deliver them to the coordinator in the control room.	14- يقوم مدرسو الصفوف بجمع أوراق الإجابات من التلاميذ بعد انتهاء الوقت المحدد للإمتحان ويضعونها في أطرف مغلقة ويسلمونها إلى المنسق في غرفة الكنترول فيقوم بفتح كل ظرف وجرد محتوياته ويسجل في سجل عنده عدد الأوراق المستلمة واسم المعلم القائم بالتسليم واسم المادة على أن يكون هذا مرفقاً بكشف يحتوي على عدد التلاميذ الذين أدوا الامتحان وعدد الغائبين أيضاً.
The Curriculum Coordinator, and the class/subject teacher shall meet at the end of the school day in the control room to begin correcting the answer sheets of he/she class and records the grades and makes a list of students' names and grades, then signs this list and gives it to the coordinator and the Principal/ Curriculum Coordinator to sign.	15- يجتمع المدير الأكاديمي والمنسق ومعلمو الصفوف في آخر اليوم الدراسي داخل غرفة الكنترول ليقوم كل معلم صف بتصحيح أوراق الإجابة الخاصة بصفه ورصد الدرجات وإعداد كشف بأسماء التلاميذ ودرجاتهم ثم يوقع على هذا الكشف ويسلمه للمنسق والمدير الأكاديمي للتوقيع عليه.
It is not allowed for any employee to enter the control room unless he/she is invited.	16- يمنع على أي موظف دخول غرفة الكنترول ما لم يتم دعوته إلى ذلك.
The class teacher collects and records the grades, and keeps them until the completion of all examinations. He/she record the grades of each student on the Digital Campus for this purpose and then signs and hands over to the Principal of the school to sign and stamp with the seal of the school in preparation for handover to the parents/guardian.	17- يقوم المدير الأكاديمي بتجميع كشوف الدرجات والاحتفاظ بها حتي الانتهاء من كافة الامتحانات ثم يقوم بمساعدة المنسق برصد درجات كل تلميذ في الشهادة المعدة لهذا الغرض ثم توقيعها وتسليمها لمدير المدرسة للتوقيع عليها وختمها بخاتم المدرسة تمهيداً لتسليمها لولي الأمر.
The School Principal and the Curriculum Coordinator are committed to submit a report to the Managing Director on the progress of the examination process, the actions taken and the obstacles	18- يلتزم كل من مدير المدرسة والمدير الأكاديمي بتقديم تقرير إلى المدير العام عن سير عملية الامتحان وعن الإجراءات التي تم اتخاذها وعن العقبات التي واجهت هذه العملية أن وجدت وبصفه عامة يجب أن ينطوي التقرير على كل شاردة وواردة تتعلق بالامتحانات بالإضافة إلى مقترحاته أن وجدت.

encountered in the process, if any. In general, the report should include every exception and reference relating to the examinations as well as its proposals, if any.	
Second: Sanctions: As per Labour law number 61 and school by law policy	ثانيا : العقوبات: حسب لائحة تنظيم العمل ومادة قانون العمل رقم 61
Every employee that has leaked the test to others, if on purpose or not, shall be punished by dismissal from service and deprivation of end of service benefits. The school reserves the right to file a case to local authorities.	1 - يعاقب بالفصل من الخدمة مع الحرمان من مكافأة نهاية الخدمة كل موظف سرب امتحاناً إلى الغير سواء تمت الاستفادة من هذا ويحق للمدرسة إبلاغ السلطات المعنية بهذا التسريب أم لم تتم. الجرم .
Any person who covers up a test leaking, shall be punished by deduction from the salary from one to ten days . The penalty shall be dismissal if he/she is able to prevent the incident and does not do this.	2 - يعاقب الخصم من الراتب من يوم إلى عشرة أيام كل من تستر على واقعة تسريب امتحان، وتكون العقوبة الفصل من الخدمة إذا كان بوسعه منع هذه الواقعة ولم يقم بمنعها.
Both the School Principal and the Curriculum Coordinator shall be jointly responsible for any conduct that violates the confidentiality of the examinations and the appropriate procedure.	3- تكون مسئولية كل من مدير المدرسة والمدير الأكاديمي مسئولية تضامنية عن أي سلوك يخل بسرية الامتحانات والحفاظ عليها.
Any person who facilitates the cheating for any students or cover ups or encourages them to cheat shall be punished by deduction from the salary from one to seven days.	4- يعاقب بالخصم من الراتب من يوم إلى سبعة أيام كل من سهل عملية الغش لأحد التلاميذ أو تستر عليه أو شجعه على الغش.
Any person who commits misconduct concerning the examination process or in any way contravenes any steps detailed in Section 1 of this document, shall be punished by deduction from the salary from one to ten days.	5- يعاقب بالخصم من الراتب من يوم إلى عشرة أيام كل من أتى سلوكاً مخالفاً بحسن سير عملية الامتحان أو خالف بأي طريقة الخطوات الواردة في البند أولاً أو أحدها.
6- In the case of anyone violating the examination policy a second time, the punishment shall be dismissal from service and deprivation of end of service benefits.	6- في حالة العود تكون العقوبة الفصل من الخدمة مع الحرمان من مكافأة نهاية الخدمة.

ASSESSMENT POLICY PROCEDURES

Policy and procedure for Invigilation and Marking

At EIA-MK we are justifiably proud of the advances we have made in developing an effective culture of Assessment in our schools. All EIA-MK staff at every level share the responsibility to uphold the security and integrity of our Assessment and examination processes through the highest standards of professionalism.

Purposes:

- Ensure standardised practices for security, invigilation, marking and moderation in EDISON-MK.
- Ensure credibility of data for the exams and the results are reported to parents.

Please note that this process must be followed for all Exams.

ADHERENCE TO THESE PROCESSES IS COMPULSORY AND NON -NEGOTIABLE

Exam Committee:

Academic Year 2025-26

Head of Examination – Ms Maryam White (Principal)

Chair of Arabic Committee – Ms Maha (Arabic Co-Ordinator)

Examination Room Preparation and Invigilation procedures:

- Printing/Photocopying of any written assessment papers will take place under secure conditions and supervision at school level. The resource personnel, is responsible for printing the papers.
- The homeroom teacher will invigilate their own class.
- All related classroom displays to be covered as appropriate. (Word Walls need not be covered. Only concept displays and children's work need covering)
- Students should be seated individually with an appropriate distance between each table.
- Students remain in the same classroom or space for their assessments.

- All children with chronic illnesses should take their exams in a separate room away from the other children. Parents of students with an official medical certificate confirming they are not permitted to attend school, must be presented to the principal.
- A working clock must be always visible to students.
- Head of examination/Academic manager/coordinator to check rooms one day before assessments.
- The Invigilator must write the date, subject, start and finish times clearly on the board.
- Before the assessment period, Parents must be clearly notified about the Exam schedule, stationaries to bring and exam objectives to prepare for the assessments.
- Personal mobile telephones and other electronic equipment are not permitted in the assessment room. Students caught with them will be disqualified whether. This is in line with MOHE and Exam Board guidelines. **Invigilators** must not use **mobile phones / technological devices** in the examination room under any circumstance other than in an emergency. Computers are only to be used for displaying agreed exams. For emergency cases, the invigilator must contact the Principal.
- In line with current best practice guidelines for international exam boards, students **must not bring Smart watches** of any kind to the exam room as they are not permitted. This is also intended to prevent cheating in line with updated MOHE and Exam board guidelines.
- Accommodation for Learning Support Students: Only children identified with severe needs (Evidence based) will sit their exams with a designated adult with the following accommodations:
 - Reader: Except for the English/ Arabic Reading Comprehension Paper
 - Extra given to children with learning difficulty or physical difficulty.
 - Assessments for children with learning difficulty will not be modified unless instructed otherwise by the principal.

For Primary (Y. 1-6)

- Written assessments will be projected on the board for students in **Years 1-3**.
- Students in **Years 1 and 2** are to be read questions and provided adequate time to respond to each question as the paper is read to them, except in the Reading Comprehension.
- In Years 3-6 students may request that a question is read to them if they raise their hand and ask for this. Invigilators will ensure that the reading of questions is managed so that it does not disrupt

the exam process for other students. No other help should be provided to students or clarification given.

- There is to be no clarification sought/ discussion entered into with students regarding possible incorrect questions during the allocated assessment time. If errors are subsequently found in an assessment, marks will be amended.
- Individual diagrams or images that require colour or are unclear may be projected onto a whiteboard.
- Students on Accommodation Plans or IEPs will have additional support during the exam based on the discretion of the teacher. They may be taken to a separate room to conduct the examination with support and to be removed from typical classroom distractions
- The invigilator should have the required stationery ready during the exam invigilation.
- In cases of cheating/ malpractice, the invigilator will complete the malpractice report and forward as soon as possible following the conclusion of the assessment, to the Principal and the Academic manager.
- In the best interests of supporting our students to appreciate the high expectations we have of their conduct in exams, schools will retain and analyse all Student malpractice reports from one exam season to the next. It is the responsibility of the Principal to determine the appropriate level of advice or, if necessary, sanctions to be administered to a student. It is particularly important for a 'repeat offender' even in cases of low-level misdemeanor, to be 'challenged' appropriately and parents informed. Sanctions will, in cases of more serious or ongoing exam malpractice, involve the award of zero or the withdrawal of a student from one or more exams. This will be decided after proper investigation and committee meetings.
- Invigilators must be vigilant and active during examination time.
- Students must be reminded verbally when there are 10 and 5 minutes of the assessment time remaining.
- The assessments papers must be collected from the designated room by the home room teacher/assistants/ subject teacher 15-20 min prior to the start of the exam after duly signing the received form.
- At the end of the assessment the students must be told to stop writing/ answering.
- Assessment papers must be collected at the end of the assessment **ONLY**.

- The invigilator must (in written assessments) count the assessment papers and place them into envelopes. All relevant information needs to be completed on the cover sheet.
- The invigilators must sign the envelopes.
- Each home room teacher is responsible for ensuring appropriate collection of assessments are done and handed over to the exam coordinator/ head of exam. All envelopes for written assessments are to be handed to the designated person at the conclusion of the Assessment as determined by the Principal.
- Session times are as in the published exam schedule.

Marking

- Exams to be marked in school premises under designated supervision. **No paper should be marked in classrooms or taken home.** Non-following of this criteria will result in a written warning.
- Signing out and signing in is required on official documents when assessment papers are taken out for marking or brought back after marking. This needs to be done each time.
- No assessment papers/question papers should be found lying around. Everything should be returned to the designated room after duly signing the documents.

Marking Procedures:

- The Head of Exams will confirm and agree the marking arrangements with the Exam coordinator.
- For written assessments – marking will be as follows:
 - Teachers will be marking at a common marking area in the school premises as per the agreed time.
 - The teachers responsible for marking the papers will discuss the marking scheme in each subject prior to marking. In this discussion they must share and ensure a common understanding of all aspects of how the Mark scheme should be interpreted. After the exams there should also be a **thorough moderation exercise across school** to ensure consistency of standards, fairness, and integrity.
 - Moderation of marking should be sufficiently thorough to eliminate any mistakes in the first marking. The first marker will not be the class teacher. Co-teacher will be the first marker. The class teacher will be the second marker to eliminate mistakes. All the papers will then be moderated by the Head of exam and the Exam coordinator.

- Teachers need to use **Red** pens as first markers, **Green** for second marker, and **Black** pens will be used by the final moderators for any amendments.
- Evidence of marking to be seen on written papers with respect to spelling, punctuation, grammar etc.
- All marking is strictly confidential.
- Teachers will follow the directions of relevant staff regarding mark allocation.
- Teachers need to be consistent throughout all papers using the provided marking scheme, including any modifications agreed by the Head of Examination and the Exam Coordinator.
- Exam marks will be entered on Digital Campus once approved by the Head of Examination.
- The IT personnel will check entered marks on Digital Campus and report any delays to the Principal and the Academic Coordinator.
- Assessment Results should not be communicated to students under any circumstances prior to the report.

Failing Student Resits

- There will be resit for failing students at the end of the EOT exam but not Mid Term Exams or Continuous Assessments. The exam will not be identical to the first exam but will be of a similar standard.
- An absent student will get another chance to sit for their exams if they produce medical reports and certificates from authorized personals.
- The final decision to allow a child to take the exam due to failure in the first attempt or absence lies at the discretion of the principal.

Head of Exam and Exam Coordinator is responsible for:

- Monitoring and follow up of teaching staff during the marking period.
- Ensuring marking and moderation are conducted in line with expectations and Policy.
- Overseeing the security of assessment papers and holding the keys of all rooms in which all exam papers are kept.

Final Result Data Verification Process:

- It is recommended that at least four exam papers from each envelope be sampled to:

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- o Verify data
 - o Check that the marker has signed and allocated final marks on the assessment paper.
 - o Where there is an inconsistency, this is clarified against the assessment papers and Digital Campus data.
- If more than 4 papers are found to have marking discrepancies or data entering discrepancies, then the concerned teacher will be instructed to re-check the whole set of papers again.

What to Say to Students during Assessments

Before Exam Time Start

- Refer to any Teacher Scripts (for Primary) provided which take precedence over below
- ‘Do not open the question paper until I instruct you to do so. You are now under exam conditions. You must not communicate with, ask for help from, or give help to any other students in the exam room. If you have a question at any time, you must raise your hand and wait until a teacher /an invigilator comes to you. The Invigilating teacher cannot answer any questions about the content of the question paper.’
- ‘Only materials listed on the question paper are allowed in the room. (Calculators...)’
- ‘You are not allowed to have any unauthorized items in the exam room. If you have any unauthorized items, including notes, books, papers, mobile phones or any kind of electronic device you must hand them in now. If you do not hand them in, your results may be cancelled.’
- ‘You are here to take: **(Name of subject)** you should have a question paper on your desk.’
- ‘Remember you must write with pencil. You may use pencil for drawings and rough notes. You must not use correcting pens, fluid or tape, erasable pens or gel pens.’
- 7- ‘If the fire alarm sounds, please be seated – wait for instructions.’
- 8- ‘Check your student details on the front of your desk are correct and then write the following on the cover sheet of the question paper
 - o **Your full name**
 - o **Class**
 - o **Date**
 - o I will pass and staple your details in a while.’
 - o ‘You have _____minutes to complete this exam.’

- The start time is _____ and the finish time is _____.
- I will let you know when there are 30, 10 & 5 minutes of the exam time remaining. You may open your question papers and begin.'

During the Exam

- Pass by the students and make sure the full name & class are written correctly.

At the End of Exam Time

- Students must stay seated until you have collected and counted all the question papers and any additional continuation sheets.
- The exam has finished, stop writing and put your pens down. You are still under exam conditions so please remain silent and seated at your desks.'
- Stay seated and silent until you are told that you can leave the room.

Malpractice in Exams

Definition: The student intentionally attempts to obtain information related to the exam whether before it is held or during the exam, with the aim of making use of it to improve his performance in the exams in order to obtain grades that do not properly represent his/ her academic level. Malpractice includes the following:

- **Obtaining any type of information resource that is not given by the exam invigilators to be used during the exam.** Examples include mobile phones, electronic devices, calculators (when not required) written notes etc.
- **Any type of communication, verbal & non -verbal, with other students during exams.**
- **Exchanging or tampering with answer papers.**

Should Malpractice during the exams be observed then an INCIDENT REPORT FORM need to be completed. See Below:

Incident report for Exams

Name of Student: _____ Date: _____

Year & Section: _____

Name & Role of Reporter: _____

Name of Exam Invigilator: _____

Details of The Malpractice:

Comment by Principal

Decision:

Approval:

STUDENT PASS/FAIL POLICY	Prepared By	HR – Admin
	Issued By	HR Department
Page 1 of 2		

A05: STUDENT PASS/FAIL POLICY

Rationale:

Edison International Academy has all children's best interest at heart. Every child learns at a different pace and it is therefore important to take this into account throughout and especially towards the end of each academic year.

Should a student not meet the required level expectations as laid out in the curriculum document, Edison International Academy reserves the right to hold the student back from moving on to the next year group and/or next curriculum level, resulting in the student repeating their present year group and/or curriculum content level.

Applicable to:

All students from Year 3 to Year 6 who do not meet the expected level of grade (55%). The grade is calculated by finding the average grade in all the following subjects- English, Mathematics, Science, Social Studies, Arabic, Islamic Studies and Qatar History throughout Term 1, 2 and 3. Each subject must have a minimum average pass grade 55% to pass the year.

- When a student has an average pass grade of between 50% and 55%, the relevant subject teacher and the Principal/Deputy Principal can meet to consider all applicable information and make a decision on the possibility of this student being passed on to the next year level and/or curriculum level.
- All students who have the attendance of less than 85% throughout an academic year. **Note:** Absences that are authorised (doctor's note, leave request form) will be taken into account.

Parental involvement:

All teaching staff at Edison International Academy are committed to updating all parents on a regular basis on their child's academic progress, with at least one school report every term. Parents of children who are in danger of failing their year group in an academic year will be called to discuss their children's progress well in advance, but latest towards the end of the second term. They will be informed in writing and such a letter will be handed over at the aforementioned meeting. If the parents fail to attend the meeting, the letter is accountable as delivered using the electronic means of communication, (eg Digital Campus, Dojo or Whatsapp). This is to ensure that the necessary support can be given and children are given the opportunity to improve in the areas addressed to meet the required expectations for the year group.

Student's Name: _____

Class: _____

Parent's Name: _____

Parent's Signature: _____

Date: _____

سياسة نجاح ورسوب الطالب

1- الأساس المنطقي:

تحرص أكاديمية اديسون الدولية على وضع مصلحة الطالب كأولوية. يتعلم كل طالب بصورة وسرعة مختلفة عن الآخر، ولذا فإنه من المهم أخذ هذه النقطة في عين الاعتبار خلال العملية التعليمية وخصوصاً مع اقتراب نهاية العام الدراسي.

في حال لم يصل الطالب إلى المستوى الأكاديمي المطلوب ولم يحقق التوقعات المحددة في المنهج، فإن إدارة الأكاديمية تحتفظ بحق إبقاء الطالب في المرحلة الدراسية ذاتها للعام الدراسي المقبل لإعادة دراسة المنهج بالمستوى الدراسي نفسه. مما يؤدي لإعادة الطالب السنة في المرحلة الدراسية ذاتها.

2- تنطبق على:

جميع الطلبة من الصف الثالث وحتى الصف التاسع الذين لا يحققون درجة النجاح المطلوبة (55%). وهي الدرجة المطلوب تحقيقها في جميع المواد التي يدرسها الطالب. (مثال: اللغة الإنجليزية، الرياضيات، العلوم الاجتماعية، اللغة العربية، التربية الإسلامية، تاريخ قطر، تكنولوجيا المعلومات والاتصالات). على مدار الفصل الدراسي الأول والثاني والثالث، ويجب أن يكون لكل مادة معدل نجاح متوسط لا يقل عن 55% لاجتياز العام الدراسي.

- في حال تراوح متوسط درجة النجاح للطالب بين 50% و 55%، ينظر كل من معلم المادة، والمديرة، والنائبة الأكاديمية في جميع المعلومات لاتخاذ قرار بشأن إمكانية اجتياز الطالب للاختبار وانتقاله إلى المرحلة الدراسية التالية.
- بالإضافة إلى جميع الطلاب الذين تقل نسبة حضورهم عن 85% خلال العام الدراسي.

ملاحظة: لن يتم احتساب أيام الغيابات التالية : (تقارير طبية ، تعبئة نموذج طلب الإجازة من المدرسة).

3- مشاركة أولياء الأمور:

إن الكادر التدريسي في أكاديمية اديسون الدولية ملزم بإعلام ولي الأمر وإطلاعه بشكل دروي عن تحصيل الطالب أكاديمياً، بمعدل مرة واحدة كل فصل دراسي على أقل تقدير. يتم الاتصال بأولياء أمور الطلبة الذين تم تصنيفهم في خطر الرسوب لمناقشة التطور الأكاديمي لديهم مسبقاً قبل نهاية الفصل الدراسي الثاني على أقل تقدير. يتم إعلامهم خطياً برسالة موقعة في الاجتماع الذي تم ذكره أعلاه. في حال لم يحضر ولي الأمر إلى الاجتماع المحدد، يتم إيصال الخطاب عبر وسائل التواصل الإلكترونية (مثل تطبيق الواتس أب، أو تطبيق الكلاس دوجو، أو ديجيتال كامبوس). وذلك لضمان تقديم الدعم المطلوب للطالب أكاديمياً، وإعطاء الطالب كل الفرص الممكنة لتطوير النواحي التي يحتاج فيها للوصول إلى المستوى الأكاديمي المطلوب.

اسم الطالب _____
الصف _____
اسم ولي الأمر _____
توقيع ولي الأمر _____
التاريخ _____

Individual Educational Plans/Classroom Accommodation Plans:

For students identified as having difficulties with any given subject, the School Counsellor is to be consulted for further assessment of the student. Names are to be forwarded by the teacher to the Counsellor and a follow up meeting is to be arranged with SLT, Class Teacher, Subject Teacher and School Counsellor present. Together, an Individual Educational Plan/Classroom Accommodation Plan is to be devised for such students and implemented with immediate effect with monthly follow up meetings to be scheduled and the IEP adjusted. Parents and student must be informed if such Plan is being put in place in order to suggest means to improve and assist the student in the classroom so that progress can be made (see appendix 5 for an example of such plan).

Analysis, Adjustment of Schemes of Work and Information for Planning:

All assessment results are to be analysed post assessments within the respective department and common issues are to be identified. Schemes of Work and Daily Planning are to be annotated and adjusted accordingly. The responsibility lies with all teachers of the respective department with ultimate responsibility for accurate analysis and adjustments in planning lying with the respective Head of Department under the supervision of the Assistant Principals for Curriculum and Assessment, respectively. The aim here is to add value to the education of all students.

ASSESSMENT CONSTRUCT PRIMARY

Year Group:

Subject:

Assessment Type:

Assessment No.

Assessment Date:

Standardized Test where the assessment was procured from:

No. of Questions	Multiple Choice (MC) Recall Level 1 low	10 %
	Constructed Response (CR) Constructed response questions require students to supply their own answer to the question, commonly referred to as a 'prompt' Recall Level 1 higher	20%
	Extended Response (ER) Extended response questions are open ended questions that begin with some type of prompt. These questions allow students to write a response that arrives at a conclusion based on their specific knowledge of the topic.	30%

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	Skills/Concepts Level 2	
	<i>Performance Task (PT)</i> A performance task asks for students to apply their learning in context. Strategic Thinking/Extended Thinking Level 3 and 4	40%
Description		
Time		
Resources		
Scoring		
Accommodation		

MARKING STRATEGY (Formative Marking)

There are three main types of written feedback that teachers can use and students can expect to see.

Acknowledgement Marking: checking that the work has been completed and there are no obvious mistakes that need correcting

Light touch/”tick and flick”/checking marking – in order to support the giving of quality feedback at key points in the learning process; other work should be marked in less detail. Light touch marking will develop the skills of peer and self assessment and will stand alongside whole class and teacher led marking of more closed tasks, class notes and exercises. Teachers will acknowledge such work variously through the use of ticks, simple marks or a “checked by teacher” note as well as brief attainment based comments to show that work has been seen for completion and correctness.



Quality Teacher Marking:

Quality Teacher Marking should use the “Two Stars and a Wish” framework. Teachers are to highlight two strengths and one next step. It should be laid out at the end of the work as follows:

S (Strength or Star): positive comment, which relates to the learning objectives and/or success criteria



S (Strength or Star): second positive comment, which relates to the learning objectives and/or success criteria

W (Wish or What Next): one area where the success criteria was not met or a suggestion/question to encourage further thinking

Peer and Self-Assessment:

This can be a useful activity if students have been taught to do this. They could be trained to use the SSW system against clear and agreed success criteria.

Opportunities for peer and self-assessment should be built into the scheme for this to happen regularly. This allows students to gain a better understanding of where they are, where you need to be and what they need to do to get there.



of work to allow understanding of

Peer and self-assessment marking is to be done with a GREEN pen to distinguish between teacher marking.

distinguish

Verbal Feedback (Formative Feedback):

Verbal feedback is a valuable form of formative feedback. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the success criteria.

The importance of individual and whole class oral feedback is recognised but students themselves should record what feedback they have been given. This can be achieved quickly by training students to write next to the “**Verbal Feedback Given**” note in their books.

Formative vs summative marking:

Quality marking, acknowledgement marking and peer/self-marking are examples of formative marking. They inform the teacher and student of the learning progress, identify next steps and how they can best be taken. They also inform teacher planning.

This type of marking is different from end of unit assessments, which are summative and judge student attainment and therefore progress made at a given point in time.

Tracking and Monitoring Student Progress

Students should be aware of their targets and also should be able to assess their progress towards these by keeping their target sheets up to date

COPY BOOK RULES

Copybooks are extremely valuable as they are a way of tracking student progress and they also allow the students to clearly track their own progress.

They should be used as a tool for developing presentation skills - neat handwriting, clear headings with dates, underlining using a ruler etc.

They should be used as a feedback tool - students can read the teacher feedback and identify which areas of their work need to improve. Verbal feedback is also beneficial but the student will only retain a certain amount of it and may never properly act on it. After time, the student can look back and measure their progress after they have acted on the feedback given to them.

A Learning Objective (LO) should be included where necessary. This reminds the students exactly what they were learning to do in each lesson. This is also very beneficial when the students go back to revise activities/ notes in their copybooks.

There should be a range of activities in their copybooks e.g. comprehension activities, spelling lists, spelling tests can be done at the back, grammar activities etc.

For each subject, use 'Copybook rules' where each student has a list of copybook rules inside the cover of their copybooks that they can refer back to when they do a piece of work. It's like a checklist that they can use to improve their work.

The rules include:

- Date
- Heading / LO
- Capital letters
- Full stops
- Neat handwriting
- No skipping pages
- Underline using a ruler
- Finish line (line to show that the piece of work is finished)

PRIMARY INDIVIDUAL PORTFOLIO FRAMEWORK

Role of the Individual Portfolio in the Primary classroom:

Every student in Keystage 1 and Keystage 2 has an individual portfolio. This is a cumulative record of their progress as they move through the Year levels. The information can be used to check progress, for parent /teacher meetings, and by teachers, SLT and the School Counsellor as and when needed.

The Portfolio holds, in one place, information on each student in the primary school showing targets, diagnostic tests, other diagnostic information, assessments and samples of work.

Expectations:

- Portfolios will be updated on a regular basis and is to be kept neat with the information being filed in such a way that information is easy to find.
- Each piece of information will be dated with day/month/year.
- Each piece of information will be named.
- The basic information on the cover sheet is filled in by the class teacher/form teacher within the first 3 weeks of school. At the end of each term the information is to be filled in for the term that is finishing. This must be completed before the last day of term.
- The target sheet is filled in for each term, with information on when the target is reached, with corresponding evidence added as samples in the portfolio (this can be a photocopied from a workbook). The targets will be SMART and set for each individual student from information gathered through diagnostic testing, formative assessment and class work. (It is understood that students will share some of the same targets).
- All diagnostic tests and assessments will be filed. Tests will need to show how marks are attained. The rubric that is used must be attached to the test (e.g., on an independent writing sample). The rubric used for marking projects must be included in the portfolio, and a photo (black and white is acceptable) should be included.

- When work samples or photocopies are included, they need to show feedback and notes on LO or individual target achievement, feedback given orally, new targets given, and any important information (e.g., if the student needed help with the English having to be read out to be able to answer a Science or Maths question).
- Extra information such as IEPs will be kept in the portfolio.
- Year 1 to 3 class teachers will be responsible for maintaining the portfolios for their class and will be stored in the classroom. Year 4 to 6 form teachers will be responsible for ensuring that the portfolio is kept up to date with all information from relevant subject teachers. The form teacher will be responsible for maintaining the cover information and that target information is completed. These need to be stored in a place that is easily accessible to subject teachers working with the students.
- The portfolio will be set up in the manner as set out below.
- Portfolios will be scrutinised at least once a term. Samples from each class will be randomly chosen, and it is expected that these will be kept to the standard outlined in this framework.

Portfolio Information and set up:

Portfolios will include the following information in the order given.

- Cover sheet
- Individual student targets
- Other information such as IEPs.
- Diagnostic testing (SATs) from beginning of the year. The end of year tests will be filed with this at the end of the academic year.
- Salford reading tests have the cover sheet in front of all the Salford tests taken that year. It is cumulative from the year before, and should be taken from the previous year's portfolio and continued so progress can be noted.
- Put tests in separate plastic sleeves according to subject – eg, independent writing assessments, reading comprehension tests, mental maths tests etc.
- Follow the order – English, Maths, Science, and then Social.

The previous individual portfolios from previous year/s should be stored with the present portfolios and be easily accessible when needed.