



# Assessment and Reporting Policy

Version 2.3 October 2019

**First Implementation date:** September 2016

**Reviewed period:** Annually

**Date last reviewed:** October 2019

**Responsible person:** Director-General, Deputy Director-General, Head of Assessment & Head of Departments

**Document reference:** This policy should be reviewed in conjunction with: IPS Assessment Framework 2019-2020; Assessment Primary & High School Requirements; Students Handbook, Inclusion Policy, Curriculum Policy, and Marking Policy.

There will be an annual review of the policy by directors, senior and middle management team.

## OUR VISION

“A Generation of Heritage Guardians and Global Thinkers”

## OUR MISSION

The mission of IPS-Jumeira is to provide a nurturing learning environment which motivates students to develop and exercise essential leadership skills for the 21st century. Our programs promote lifelong learners who display self-discipline, the ability to work effectively and respectfully with diverse teams, display tolerance and acceptance of others, whilst encouraging them to become global citizens who stay true to their heritage.

## OUR CORE VALUES

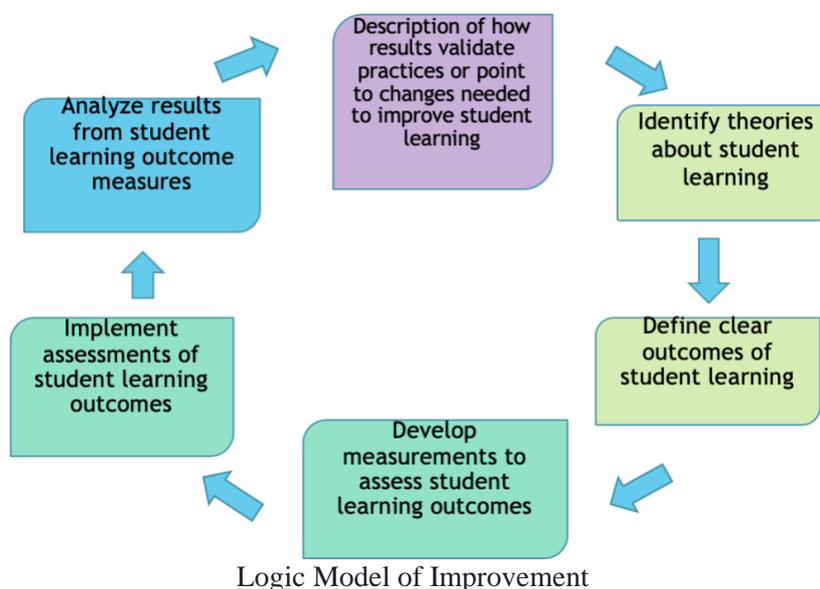
- Tolerance
- Compassion
- Resilience
- Innovation
- Honesty
- Respect
- Collaboration

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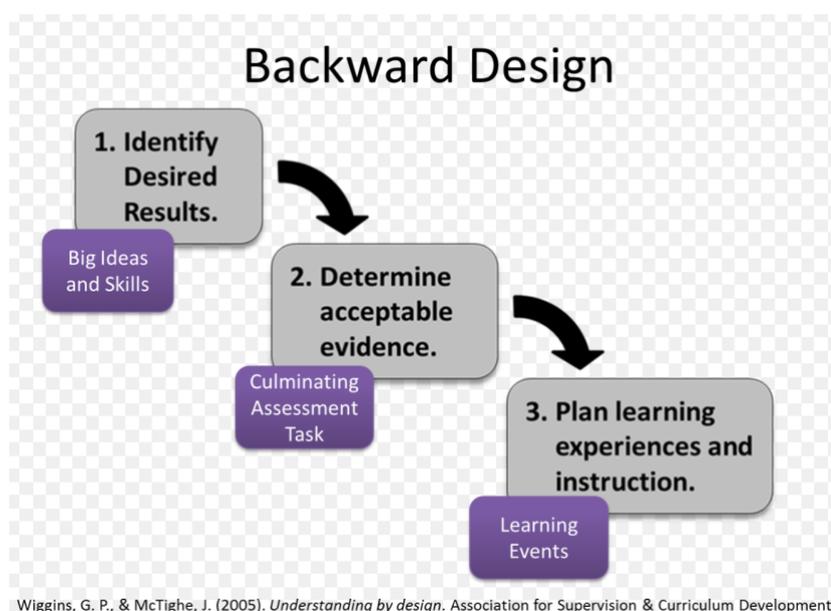
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## 1. Philosophy

In line with the educational and pedagogical values set out in the vision and mission of All Ittihad Schools (IPS), we believe that assessment is a significant factor in developing teaching and learning. In IPS, we work collaboratively to assure a coherent and consistent k-12 educational program that promotes lifelong learners and global citizens.



By creating a learner profile and understanding our learners' potential and needs, we can adapt changes to enhance students' learning. All stakeholders are involved in the process of teaching and assessment. The Curriculum and Assessment are aligned with California State Standards across all subjects, and NGSS in Science, MOE standards in Islamic Education, Arabic, Social Studies and Moral Education. The school curriculum and assessment are aligned, following the backward design, Understanding by Design model (UbD) (McTighe & Wiggins, 2012). IPS believes that assessment is a constant cycle of improvement.



Backward Design Model

## 2. Policy Purpose

**2.1 Assessment** is a purposeful and systematic process of gathering, analyzing, interpreting, and reporting information about a student's achievement and progress over time. All forms of assessment are used to support teachers in gathering information and using appropriate data to drive decisions about students' learning and pedagogy. A coherent, systematic approach to assessment is an integral part of the teaching and learning process.

All types of assessments are intended to develop the students' achievement and self-efficacy, along with personal responsibility. It evaluates subject mastery through a variety of methods, applied in a reflective context, and involves teachers, students, and parents.

**2.2 Reporting** is intended to keep parents well informed about the academic and pastoral welfare of the students. It is essential to involve and engage the parents in the educational process. Internal and international assessment results are reported to students, parents, teachers and the school leadership team.

### 2.3 Effective Assessment Goals

Assessment is ensured to be effective, with appropriate processes, and in place for the following purposes:

Assessment processes is to be reliable and effective in order to:

- Identify the students' level of knowledge, application, and reasoning.
- Identify individual learners' needs.
- Identify learner's starting point and set expectations for each student and track the student's achievement and progress over time.
- Diagnose individual student's strengths and difficulties.
- Apply appropriate intervention strategies.
- Promote deep learning by helping the students to develop self-regulation skills and involving them in their learning process.
- Reflecting continuously on assessment data to inform the teaching and learning process.
- Report student's achievement based on evidence and shared understanding.
- Create a clear student's learning profile that is constructive for students' learning, and informative to parents, and teachers.

## 3. Principles

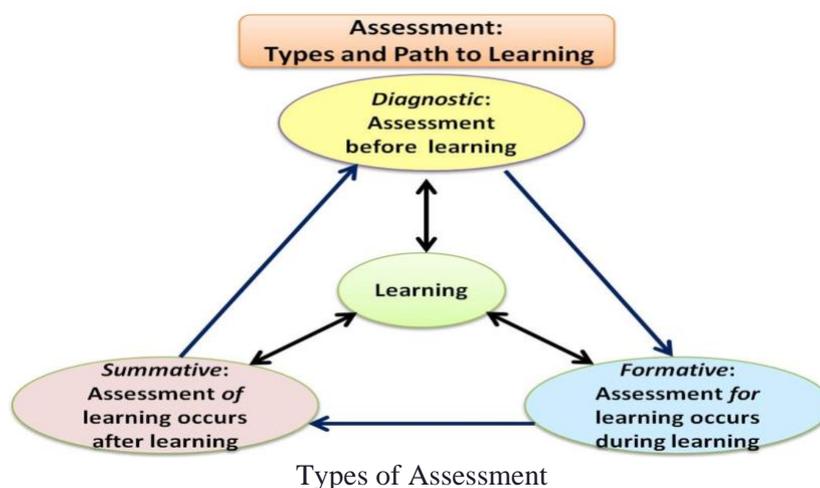
At Al Ittihad Schools, we aim to:

- Use several types of assessment information to triangulate the data from multiple sources to inform and drive teaching and learning.
- Ensure best practice is implemented through discussion and review.
- Utilize internal and international assessments data to ensure the validity and reliability of internal assessment.
- Monitor closely students' attainment and progress to inform the curriculum review process.
- Ensure that assessment enables all students to develop their potential.
- Ensure that parents and students have a clear understanding of curriculum expectations.
- Provide opportunities for parents, students, and teachers to work collaboratively and to understand accountabilities.

## 4. Procedures

### 4.1 Internal Assessments:

- **Formative Assessment** data is an ongoing means of evaluating students' progress and attainment. Formative assessment is used as a tool of "*assessment for learning*" and "*assessment as learning*," which will impact the teaching process and strategies. Formative assessment provides quick feedback for students and teachers which helps to inform planning.
- **Summative assessment** data refers to the assessment conducted at the end of each semester or end of the unit to determine progress against initial attainment. A summative assessment or "*assessment for learning*" can be in the form of written tests or performance tasks. The validity of the results is ensured by assessment moderation.
- **Baseline assessment** will be done at the beginning of the year within the first three weeks. These assessment data will be used as a starting point to measure students' attainment and progress.
- **Performance assessment**, also known as **Authentic assessment**, is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. It is any learning activity or **assessment** that asks students to perform to demonstrate their knowledge, understanding, and proficiency. **Performance tasks** yield a tangible product and process that serve as evidence of learning.



### 4.2 External Assessments:

- **Measure of Academic Progress, NWEA MAP**, US curriculum-based assessment is conducted to provide essential information about what each student knows and is ready to learn. It measures students' progress and growth. MAP is administered three times for grades 3 to 9 and twice for grades 1, 2, and 10-12 within an academic year: Fall, Winter, and Spring. The fall window is conducted during October. There should be a minimum of 9 weeks between every two consecutive windows. MAP is required assessment in the UAE National Agenda Parameters.

- **Cognitive Ability Test – CAT4** measures verbal, non-verbal, and quantitative reasoning, as well as an element of spatial ability. These four measures apply to all curricula. CAT4 data is used to provide a comprehensive overview of a student's reasoning ability, identifying students' strengths, weaknesses, and learning preferences and provides essential data for personalized learning. CAT 4 is completed for grades 1, 3, 4, 6, and 8 by November 1st. CAT4 is required assessment in the UAE National Agenda Parameters.
  
- **PSAT and SAT-I** tests data are used to measure the student's achievement by the end of grade 12. Grade 10 students take the PSAT test while grade 11 or 12 students take the SAT. SAT results required for mathematics is 514, and it is compared to the international mean.
  
- **TOEFL and IELTS** tests data are used to measure the student's English proficiency level by the end of grade 12.
  - **Advanced Placement Test** is offered for grade 12 students who are qualified and willing to set for the AP-subject tests.
  
  - **TIMSS, PISA & PISA-based Test for Schools** are international assessments and conducted based on the UAE National Agenda requirements.
    - **TIMSS** is the Trend in International Mathematics and Science Study and assesses fourth and eighth grade students every four years. The last TIMSS was conducted in 2019.
    - **PISA** is the Programme for International Student Assessment and takes place every three years. 15-years old students participate in PISA to assess their proficiency level in English, math, and science. The last PISA was in 2018.
    - **PISA-bTS** is another form of PISA but takes place every year. Grade 10 students take the test to benchmark their proficiency level in English, math, and science.

## 5. Data and Evidence Collection

Data and evidence collected overtime from a variety of assessments overtime help teachers to create a detailed picture of a student's progress and achievement. The data is entered and saved on the school management system (SMS) and accessible to all stakeholders through the use of personal login credentials. Evidence to corroborate data is kept in the form of individual student assessment files, teachers' records, students' tracking files, learning profiles, the sample of assessments, assessment results, IEPs, students' journals/books, teachers' feedback, and target tracker forms.

## 6. Recording Data

Recording data is a vital process. The data is entered on the SMS. Records of assessment are evidence that an assessment has taken place. Records provide the basis for forming judgments about student performance, assessing the reliability of the tasks, and monitoring student progress. Recording helps the teacher to reflect on their practice.

## 7. Data Analysis

The data analysis process takes place after assessment to create a pattern about the student's attainment and progress. Processes are in place in Al Ittihad schools to ensure that staff can

effectively analyze and interpret data. Matrix analysis is conducted by analyzing assessment data per skills and domains to monitor students' progress closely. Color-coded reports are generated and used as a visual representation of students' progress compared to curriculum expectations and shared with teachers, coordinators, and HoDs. Data reflection and self-evaluation process on student growth over time, class against cohort information, and cohort against cohort are essential to inform the teaching and learning.

## 8. Feedback

The focus is on individual needs, along with curriculum expectations. Appropriate assessment is essential to ensure teachers' knowledge of their students' level and how they can plan and implement appropriate strategies to improve learning. Individual plans or relevant interventions are required to promote student's attainment and progress.

Students learn best when they are involved in their learning process. Regular positive, constructive feedback promotes students' self-regulation in order to know how to learn better, improve the quality of their learning, and set goals for themselves. Reflection tasks help the students to improve metacognitive awareness, which leads to effective learning. Teacher-Students post-conference is conducted after paper correction and while handing back the assessment papers.

## 9. Reporting & Grading System

Reports are used to inform all stakeholders about students' attainment and progress over time and against curriculum expectations. Communicating information on student's attainment and progress in different forms and for various purposes is done periodically throughout the year. Reporting informs the parents about students' achievement over reporting period. The school Management System "SMS" generates a detailed standard/skill-based report. The data is displayed in a color-coded format for teachers and administration to show the three levels of attainment: Green above curriculum expectations, Amber in line with curriculum expectations and pink below curriculum expectations. Parents and teachers discuss the students' achievements based on the report.

The academic year is divided into two equal semesters. Al Ittihad Schools issue detailed reports twice a year at the end of each semester and progress reports mid-semester. Other areas, such as learning habits, attitude to learning, and social skills, are included in the report. The following diagram shows a sample of marks distribution for grades and subjects that take the MAP test. Appendix-1 includes all other distributions.



Mark Distribution

Reporting at IPS provides an opportunity for the school to communicate the student's content knowledge and skills. Reporting includes but is not limited to the following:

- Student Portfolio (grades 1-12).
- End of chapter/unit, topic, and story cycle reflection.
- Standard/Domain and Skill based report for grades K-12.
- Report card for grades 6-12.
- Transcripts for grades 9-12.
- Interim report cards.
- "My Vision" platform or progress tracker documents (6-12).
- Performance task over a semester.
- STEAM projects. For grades 1-4 during the STEAM week, grades 5-12 by the end of the semester.
- Class performance and assemblies for KG.
- CAT4 Reports for parents and students.
- MAP Progress report.
- Teacher-Parent Conference.

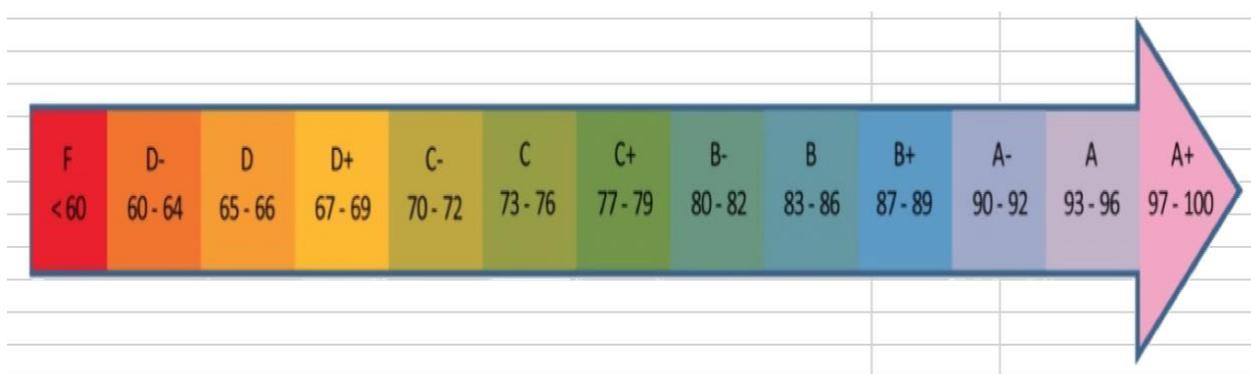
### Grading System

The grading system follows the US curriculum grading system. The following scales are adapted:

- for grades 1-5

	<b>Needs Improvement</b>	<b>Working Towards</b>	<b>Developing</b>		<b>Well developed</b>	
<b>Criteria</b>	Needs improvement 1-59%	Working Towards 60-69%	Developing (low) 70-79%	Developing (high) 80-89%	Well Developed (Low) 90-94%	Well Developed (high) 95-100%

- for grades 6-12



### 10. Monitoring and Tracking Progress

Regular focused monitoring and tracking of student progress is essential. Subject teachers, learning support teachers, and administration meet regularly to monitor student progress and set appropriate plans to identified students. Tracking procedures using color-coded reports and timelines are implemented to ensure all assessment information is up-to-date, accurate, and accessible to all stakeholders. After 48 hours of taking the cycle assessment, data is analyzed, and the criteria of attainment and progress are measured.

## 11. Responsibilities

- **Students** are responsible to ensure they:
  - Develop study and time management skills.
  - Meet deadlines for all assignments.
  - Complete all formative, summative, standardized, assessments.
  - Understand and apply the requirements of the school policies of assessment.
  - Present all their work in an organized manner.
  
- **Parents** are responsible to ensure they:
  - Contact the teacher, coordinator, or relevant person in charge if questions or issues arise.
  - Monitor their children's progress by accessing the School Management System (SMS).
  - Attend parent meetings and student-led exhibitions.
  - Present sick leave in case the student was late or missed any deadlines or assessment.
  
- **Homeroom teachers and subject teachers** have the ultimate responsibility to ensure that they:
  - Provide clear criteria for the assignment.
  - Submit three versions for each assessment (sample A, B and for absent students)
  - Follow the table of specifications for each assessment.
  - Give positive and constructive feedback (verbal and written) on student work in classwork, assignments, and assessments.
  - Allocate time in the yearly plan to run student-teacher post-conference to reflect on students' performance, assessment results and re-set new goals.
  - Design learning activities for students to reflect and/or predict their academic progress to reinforce student expectations.
  - Communicate with students and parents frequently regarding student progress.
  - Use assessment analysis to inform the teaching and learning processes.
  - Enter the marks on SMS after each cycle of assessment and keep the marks updated.
  - Ensure the accuracy of the entered marks, check them, print out the register by the subject report, review it then sign it.
  - Report any issue related to students' progress and attainment to the coordinators and HoDs and principals.
  - Work collaboratively with all stakeholders to enhance students' learning.
  - Utilize assessment data to differentiate planning and instruction.
  - Commit to the school deadlines and assessment calendar in conducting the assessment, submitting the marks, and updating the SMS.
  - Use "CAT4 group reports for teacher" to differentiate and meet students' learning needs.
  - Share the "MAP Goal Sheet" after each MAP window with students and allocate a time to reflect on the report then send for parents' signature.

- **Head of departments and Subject coordinators** are responsible to ensure they:
  - Run appropriate assessments that are aligned with the curriculum and the school vision and mission.
  - Follow the policy guidelines.
  - Amend all assessments and make-up versions set by teachers by the HoD/Coordinator, so that the final versions are altered with teachers having no access of the final copy.
  - Fulfill the assessment criteria and the table of specifications.
  - Ensure rigor of assessment questions meet international grade level benchmarks/standards and follow the assessment framework criteria.
  - Regularly review and monitor regularly the effectiveness of assessment practice.
  - Provide advice and support to staff on assessment strategies.
  - Follow up on the used assessment strategies applied in the classroom.
  - Ensure the quality of the verbal and written feedback given by teachers to students.
  - Set deadlines to ensure assessment submission, correction, and entering of data on the SMS are accurate and on time.
  - Conduct departmental meetings and facilitate teachers' collaboration to reflect on teaching, learning, and assessment strategies.
  - Ensure that teachers share MAP Goal sheet with students, allocate time for assessment reflection, and use CAT4 data for differentiation.
  - Monitor teacher's use of assessment to feedback and develop curriculum, teaching, and learning processes.
  - Compare student's performance in internal and assessment to bridge the gap.
  
- **Invigilators'** responsibilities are to ensure the smooth running of the examinations; all invigilators are expected to abide by regulations and guidelines. The invigilators are responsible to:
  - Respect the examination schedule by starting the exam on time.
  - Prevent students from leaving the examination room until  $\frac{3}{4}$  of the set duration has elapsed.
  - Report any absent students.
  - Ensure that each student signs his/her name when handing in the test paper.
  - Refrain from reading, answering or doing corrections.
  - Move around the room, avoiding sitting all the time.
  - Count and submit test papers to the test coordinator once the test is done.

Teachers are expected to commit to the following:

- Teachers are not allowed to enter examination halls on the day of their subject's examination. ONLY Coordinators can enter the examination halls.
- Examination results should not be shared with students or their parents without prior permission from the Executive Team and approval of Deputy Director or Director General.
- Test papers should be corrected in school within 48 hours of exam completion. Accordingly, HODs and their teachers are required to time manage to meet the deadline.
- Exams should be corrected and submitted to Subject Coordinators/HoDs immediately after correction completion and submission.
- Corrected exams and their corresponding revised and checked and approved marks by HODs should be handed in to administration within 72 hrs from the exam day.

## 12. Test Guidelines for Students

- Attend to school at 7:45 a.m. wearing the school uniform.
- Any lateness of 10 minutes or more requires administration's approval before to entering the examination hall.
- Needed materials for the test should be available with the student, such as pens, calculators, geometric sets.
- Books, notebooks, or any other material related to exams are not allowed to be in the examination halls.
- Possession of mobile phones/ smart watches or any other smart electronic devices are strictly prohibited in examination halls.
- Students are expected to sit in the assigned seats as per the seating plan in the hall. Changing seats is only possible if there is a granted permission of the Invigilator or the Hall Supervisor.
- Silence should be maintained inside the examination hall.
- Upon receiving the test booklets, students must fill in all personal information on the cover page and count the number of papers in the booklet.
- Only blue or black dry pens are permissible in answering questions in grades 6-12. Erasable dry pens are strictly prohibited
- Students are expected to remain in the hall writing and reviewing the test paper until at least  $\frac{3}{4}$  of the test duration time has elapsed.
- Responding to questions is only permissible if administration gives permission to subject HODs, coordinators or anyone assigned to replace him/her to do so. Asking questions to peers is strictly forbidden.
- Cheating or attempting to cheat will drive the administration to take the appropriate procedures measures following the school's policy.

### MAP Testing Policy:

As stated by NEWA, the student can be retested if any of the following situations occur:

- The student becomes ill during the test.
- A student is rushing to complete the test items.
- A student is observed responding without actually reading those items.
- A student shows a "substantial" decline in score
- *NEWA defines the decline is a student whose RIT score dropped by 10 RIT points between the two tests.*
- The rationale for why the retest occurred should be documented in writing at the time it occurs.
- The school Principal and Assessment Coordinator should collect the incidents reports.

### CAT4 Testing Policy:

- CAT4 is used for placement tests as of 2017-2018.
- As recommended by GL-Assessment, the student can do each battery on special days.
- All students should sit for the verbal reasoning battery even if English is their second language.
- There is no accommodation for SEND students. All SEND students should sit for the test
- CAT4 windows open September 1st and closed November 2nd

## **The Absence Policy:**

- Regular attendance is the basic condition for assessing the student's performance. Students can be absent only under a medical or acceptable excuse reviewed and approved by the principal of the section.
- The student can take the end of semester test if he attends on time, unless he/she provides a medical report.
- In case of excused absence for a test, the student will sit for a makeup test as assigned by the school administration. For cycle assessments: the student has to re-take the missed test on Monday directly following the week after the assessment week. The students. The students can retake up to two assessments per day.
- The student is not allowed to take the end of semester test if he/she was absent without excuse for more than 15 days/ semester.
- The student may retake the assessment upon special permission/approval by the director and the principal.

## **13. End of Semester Test Protocol**

Grades 1-5 do not take the end of semester tests. Instead, they sit for end of topic/chapter tests and ongoing assessments. Grades 6-12 sit for scheduled exams at the end of each semester set by the school administration. The exam schedule is posted on the school's website weeks in advance of the testing period. All assessment materials are shared on the school website and Edmodo.

The components of the end of semester test are:

- **The Test Paper**  
In collaboration, grade level teachers design different versions of the test papers and make-ups following the agreed specification for each subject. The final reviewed and amended version, which is not shared with teachers, is set by the HODs or officially assigned coordinators who then personally submit this version for photocopying.
- **The Test Schedule**  
Issued and distributed by the school administration.
- **The Test Material**  
Written by subject teachers, reviewed and approved by HODs and distributed to parents and students at least 2 weeks ahead of examination time.
- **The Marking/Control Committee**  
HODs assign specific correction/ marking sections to different teachers, ensure teachers moderate the corrected work, and the process is transparent, accurate, and consistent. After 72 hrs, HoDs submit the revised papers to the control. Control Committee checks the marking then enter the marks on the system. The data team shares the "Register by Subject Report" with HoDs (including the Head of Inclusion) to be revised and signed by teachers. A confirmation email with a signed copy of the marks to be sent by HoDs to the Data team.
- **Passing Mark**  
In Grades 1-12, the passing mark is 60%.

### **Test Day Procedures:**

- Assessment envelopes must have the standardized designed cover page glued onto the envelope.
- Every assessment must include a cover as well as an instruction page.
- All irregularities during the exam must be reported in the Incident Report. Irregularities can vary from questions asked by students, pages missing, missing information/ resources such as period table, graphs, formula, etc.

The following should be observed:

- Students should be at school before the start of the exam.
- Late students should report to the administration first. The student is only allowed to enter the test hall if the administration accepts the lateness justifications.
- The administration should contact parents when the student is absent.
- The administration has the right to take the appropriate action against disruptive or cheating behavior in the exam.
- No student can leave the examination hall before the 3/4 of the test time.

### **14. Actions & Regulations:**

- Absent students who submit a valid certified medical report or any other valid reason accepted by the administration will be entitled to re-sit the test on a date assigned by the administration.
- To collect data from all sections in school on the numbers of absent students who are allowed to re-sit, an email should be sent from the section principal to the assessment department. Finally, the requests need to be approved by the principals of the school.
- Absent student with invalid or unacceptable absence reports shall receive marks on the test.
- Student who arrive 15 minutes late for the test and receive approval from the principal to sit the exam will be allowed to sit it in a separate room, with allotted 15 min extra time to finish the exam. If lateness exceeds 15 minutes, the student should be counted as absent.
- At the end of the academic year
  - Grades 5-8 students who fail up to three exams are entitled to re-sit them at the end of the year.
  - Grades 5-8 student who fail four or more subjects will not be promoted to the next grade.
- Students in grades 9 – 12 will follow promoting policy for high school students as approved by the KHDA.

### **Retake Policy:**

#### **Grades 6-8:**

- Students who fail in four subjects will be required to repeat the year.
- Students who fail up to three subjects will be eligible to re-take the exam in September.
- The covered material should be an equal division of material covered in Semester 1 and semester 2 of the academic year.

\*For SEND students, refer back to the Inclusion policy.

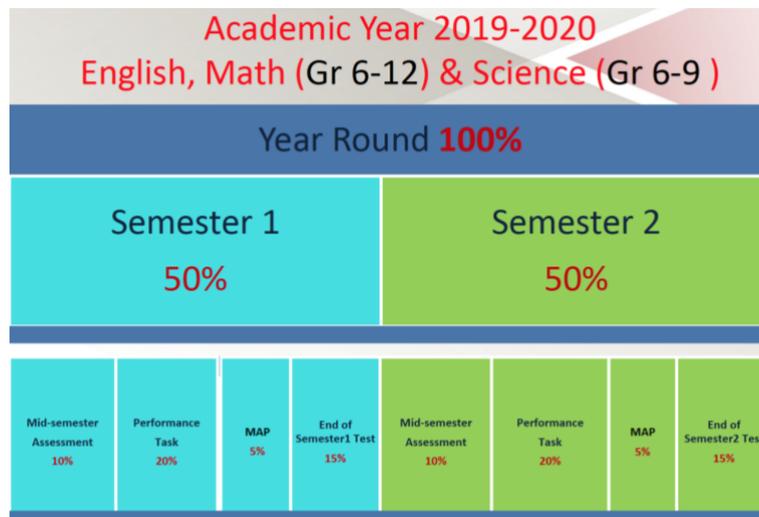
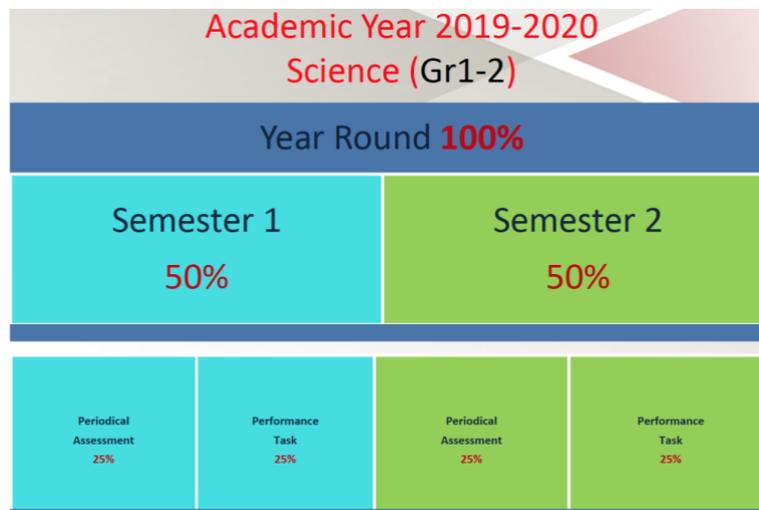
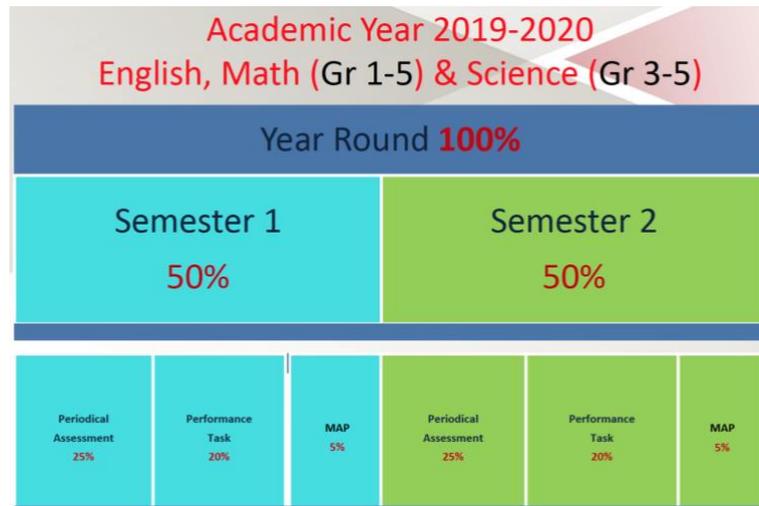
#### **Grades 9-12:**

- Students who fail four subjects will be required to repeat the year.
- Students who fail up to three subjects will be eligible to re-take the exam in September.

\*For SEND students, refer back to the Inclusion Policy.

## 15. Appendices

### Appendix -1





**Appendix -2**

**Assessment Incident Report**

<b>Name of Teacher/ Proctor</b>		<b>Date</b>	
<b>Assessment Proctored</b>			
<b>Subject</b>	<b>Grade</b>	<b>Section</b>	
<b>Issues faced</b>	<b>Brief Explanation</b>		
<b>Assessment</b>			
Too long; no time to revision time possible			
Too long; students did not finish			
Too short; students did finished too early			
Topics not part of the material included			
Other			
<b>Questions</b>			
Question's structure was not understood			
Questions were repeated			
Fill in the blanks questions had terms missing			
Graphs/ pictures not clear			
Other			
<b>Assessment Paper Structure</b>			
The paper was not well spaced			
There were no page numbers/ numbered questions			
There were no sufficient spaces to answer the questions			
Other			
<b>General comments</b>			

Proctor's Signature:

Administration Signature:

### Appendix -3



Al Ittihad Private School  
Jumeira

Academic Year  
2019/ 2020

# The Boys/ Girls HS Section

## Mid-Semester 1 Assessment

**Subject :** \_\_\_\_\_

**Grade:** \_\_\_\_\_ **Section:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### Names of **absent** students

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Names of **late** students (Time)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Name & Signature of Proctor**

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Room**

**Number of tested  
papers in envelope**

## Appendix -4

# Inclusion Department Assessment Procedures 2019-2020



15/ 10/ 2019

Topic: On going assessment and assessment procedures

To: Section Principals and Heads of Departments

Dear Colleagues,

We are sharing with you the ongoing assessment procedures that should be taken into consideration in order to accommodate for SEND students:

- A. Condition 1: SEND students with assigned support teachers
  1. Assign the assessment in the period where the support teacher is attending the student. (whether in the mainstream or support class)
  2. Inform the support teacher about the assessment ahead of time, in order to make sure that student is receiving the right test version (regular, differentiated, or modified) and accommodations (paper color, font size, font face, line spacing, use of calculator, time extension etc..... )
  
- B. Condition 2: SEND student without assigned support teachers
  1. If the SEND student receives indirect support from the SEND department (student is fully mainstreamed but registered as SEND). The mainstream teacher should assign the learning support assistant to look after the SEND student and below level students (group should not exceed 4 students).
  2. Time extension should be offered.
  3. In case there is no assistant involved, it will be the sole responsibility of the teacher to supervise the student closely, read question(s) if needed, and to offer time accommodation.

Kindly, share this with all of your concerned staff members.

Thanks for your continuous support and cooperation.

Head of Assessment  
Ms. Lames Abdul Hadi

Head of Inclusion  
Ms. Dially Mustapha



## Marking and Feedback Policy

**First Implementation date:** October 2019

**Reviewed period:** Annually

**Date last reviewed:**

**Responsible person:** Director General, Deputy Director, Principals, Heads of Department, Coordinators, Instructional Coach

**Document reference:**

There will be annual review of the policy by directors, senior and middle management team, Heads of Department

### OUR VISION

“A generation of heritage guardians and global thinkers”

### OUR MISSION

The mission of IPS-Jumeira is to provide a nurturing learning environment which motivates students to develop and exercise essential leadership skills for the 21st century. Our programs promote lifelong learners who display self-discipline, the ability to work effectively and respectfully with diverse teams, display tolerance and acceptance of others, whilst encouraging them to become global citizens who stay true to their heritage.

### OUR CORE VALUES

- Tolerance
- Compassion
- Resilience
- Innovation
- Honesty
- Respect
- Collaboration

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## 1. Policy Purpose

*“Feedback is one of the most powerful influences on learning and achievement”*

(Hattie and Timperley 2007, Review of Educational Research March 2007)

Marking is a communication between the teacher and the child. It is an acknowledgement for any work or response from the child and identifies the strengths and next steps for improvement. Feedback can be both verbal and in written form.

We believe marking and feedback should be consistent, constructive and clear. It must be specific to the learning objectives and success criteria of the lesson. It should encourage students to be active learners and to give opportunities for measured improvement. At IPS-J, we are committed to providing pertinent and timely feedback to students, both verbally and in writing. Through marking, we respond to all children’s work, encouraging a higher standard of achievement, explain how to improve whilst developing self-confidence and raising self-esteem. Where possible, children should be provided with opportunities for self-assessment.

In order to be positively effective ...”feedback must answer three major questions asked by a teacher and/or by a student:

1. **Where am I going?** (What are the goals?),
2. **How am I going?** (What progress is being made toward the goal?), and
3. **Where to next?** (What activities need to be undertaken to make better progress)

This policy sets out how the use of effective marking, feedback and response is consistently utilized across our school.

### 1.1 Definitions

**Learning Objectives:** These are expectations shared with the children and linked to the California State Standards. All children need to understand what they are learning and why.

**Success Criteria:** The small steps needed in order to achieve the learning objective. This will enable children to interpret the expectations in concrete terms and apply these as they are working.

**Peer Assessment:** An opportunity for students to be paired up with a partner to discuss, analyze and evaluate the strengths and areas for improvement in their work. Students should be given the opportunity to read and respond to other students’ work. This can be done verbally, on post-its, on a visualizer or through iPads.

**Self-Assessment:** An opportunity for children to be able to evaluate their own work against the learning objectives and success criteria. Children should be involved in the analysis and constructive criticism of their own work where appropriate and should be encouraged to use self-

evaluation using the success criteria whilst they are working. Reflection, modification and improvement becomes a natural part of the process of learning.

**Formative assessment:** Everyday assessment which provides information needed to adjust the teaching and learning whilst it is happening.

**Summative assessment:** Is used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

## 1.2 Principles

*“Characteristics of sound feedback include that it should be frequent, give students a clear picture of their progress and how they might improve, and provide encouragement” Marzano.*

### Marking:

- Marking symbols should be taught to students so they use the agreed marking code, so that they not only understand the common agreed symbols, but also actively use them during self- assessment and peer marking activities.
- Provides a formative assessment record and should be used to inform planning.
- Should provide opportunity for children to reflect and respond on the feedback given in the next progressive lesson or when appropriate.

### Feedback:

- Should provide strategies for improvement.
- Needs to be accessible and inclusive, celebrating success.
- Must be timely.
- Will have different roles and purposes at different times.
- Should reflect on the learning objective and relate to specific success criteria.
- Should give recognition and appropriate praise for achievement with explanation.
- Should give students opportunities to become aware of and reflect and respond to learning.

\* Verbal Feedback is potentially the most effective form of feedback. The language of the classroom has an enormous impact on students and should create an ethos where speaking freely about learning is good. Verbal Feedback needs to be focused around the learning objectives or success criteria.

## 2 Aims

Marking and responding to student’s work is an essential element in the assessment of the performance, progress, levels of attainment, and the raising of standards throughout our school. The emphasis of the marking should be on both the success criteria and the improvement needs, against the learning objective. For this to be successful, students need to understand both the learning objective and the success criteria. This enables the student to know what the teacher will be looking for in the finished piece of work. Response time should be planned where students

can have an opportunity to reflect on the next steps provided by the teacher and to make the improvement.

- To target areas for the student to develop.
- To inform future planning.
- To have high expectations of all students.

## 2.1 Goals

We aim to:

- use marking as a teaching tool to inform students of their performance and the next steps in their learning. It is not general; it is specific, it focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve.
- develop student's ability to proofread, edit and improve a piece of work before the teacher sees it.
- have students use methods to indicate their own understanding of their learning
- have students explain how they think work can be improved.
- make effective use of response partners to respond to their peer's work.
- use marking as an assessment tool to inform the teacher of the student's level of achievement /attainment and to inform the next stage of their planning.
- create a common, agreed, continuous, developmental methodology throughout the school which is understood and utilized by all stakeholders.
- provide students with opportunities to reflect on and deepen their understanding.
- provide the students with opportunities to demonstrate that they have the ability to work at a higher level of thinking.

## 3 Strategies

- Don't use red pen
- Encourage students to correct their mistakes.
- Highlight area of **strength** with **Green**
- Highlight area of **concern** with **Pink**

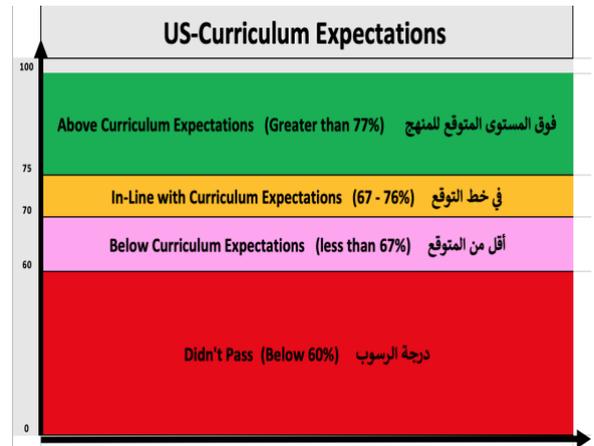
Correction Colour Code	
<b>Go Green</b>	<b>Think Pink</b>
Area of Strength	Area of Concern

### 3.1 Curriculum Expectations

Green = Go Green! You are doing well in this area 77% and above

Orange= You're doing ok but could improve. Let's think about your next steps 67-76%

Pink= Think Pink! You are having trouble in this area; you need to think about what you can do to improve 0-66%



### 3.2 Proof Reading Symbols

Symbol	Meaning	Example
//	Placed at the end of a sentence. This symbol indicates that you should start a new paragraph here.	Only a small minority of the population could claim this to be true of philosophical tracts. // Although McGinn sees literature...
SP	Written above a word, these letters indicate that there is a problem with the spelling of the word.	... philospical <sup>sp</sup>
^	Word missing	Only small minority of the population could claim this to be of philosophical tracts. ^
^	2 words missing	Only a small minority <sup>?</sup> population ...
~	Change order of letters.	... colud ... form ... adn
↪	Move word	Only a minority small of the population...

### 3.3 SEND Color Code

SEND Color Code	
<b>Gifted &amp; Talented</b>	<b>AT RISK</b>
126+ CAT4 OR 120 in three batteries OR MAP 95%ile	Less than 75 in any battery in CAT4