



AJ GROUP OF SCHOOLS

Title: ASSESSMENT, PLANNING, MARKING AND REPORTING POLICY	Issue Date: April/Sept 2016
School: Al Ain Juniors	Next Revision Date:
Reference No.: AJS-GDC-001	Version No.: 6

ASSESSMENT, PLANNING, MARKING AND REPORTING POLICY

INTRODUCTION

The AJ Group aims to provide a balanced curriculum, which matches the needs of all its pupils. It offers all pupils an opportunity to develop their full potential.

Various types of assessment are used in order to monitor each child's progress. In the main, assessment arises from the teaching and learning which is carried out on a daily basis in classroom. Assessment opportunities form part of the normal planning, teaching and learning process.

AIMS

The assessment procedures aim to:

- provide detailed formal and informal assessments of pupil progress;
- provide clear, accurate records of pupil's achievement and progress that will inform planning and target setting;
- enable assessment to be an integral part of the planning cycle and to promote effective teaching and learning;
- enable senior leaders to identify strengths and weaknesses of the school;
- encourage children to begin take responsibility for their own learning and to be aware of their progress and next steps;
- raise each child's self-esteem and confidence and their awareness of areas which require attention, by involving them in evaluating their achievements and in setting personal targets; and,
- provide relevant information to governors, parents, outside agencies and transition coordinators at transfer.

Principles for Assessment

Assessment is an integral part of the school's planning and teaching. Assessment is done in two ways – the *formative* which enables relevant future planning for the children; and *summative* which establishes what a child knows, understands and can do. Assessment helps inform child, teacher and parents of individual strengths and areas of need. It identifies targets for improvement and provides a 'snap shot' of a child's ability. The school believes that assessment needs to be manageable; if it is too onerous, it draws away from teaching input, preparation and evaluation time. It is important to remember that not all worthwhile things are measurable and not all worthwhile things need to be formally assessed. Effective assessment enables teachers to plan differentiated tasks to ensure the correct level of challenge for each child. By offering differentiated tasks, the school can respond to the various needs and abilities of the children. The school prioritizes each child as an individual, regardless of race, ethnicity, disability, gender or ability, through providing every opportunity that the children can be assessed in a positive way.

Moderation of assessment is undertaken internally and externally where appropriate.

Equal Opportunity/Inclusion

In AJ Group, all children matter and have equal access to the curriculum regardless of race, gender or ability. They are given every opportunity to develop their personal skills and achieve their potential. The school is accountable of the children's range of life experiences when planning for their learning. Realistic and challenging experiences are set to



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meet the individual needs of the children. These take into account gender, special educational needs, gifted and talented, disabilities, social and cultural backgrounds, ethnicity and diverse linguistic backgrounds.

Able, gifted and talented pupils

The AJ Group is committed in providing a scholarly environment which encourages all pupils to maximize their potential. This includes those who are more able and gifted with extraordinary talents.
(see *Able, Gifted and Talented Policy*)

Pupils with additional needs:

The AJ Group is committed in providing a scholarly environment which encourages all pupils to maximize their potential. This includes pupils with additional needs. (see *SEND Policy*)

Types of Assessment

- Formative - positive achievements of a pupil are recognized and the appropriate next steps are planned.
- Diagnostic - learning difficulties are analyzed and classified so that appropriate help and guidance are provided.
- Summative - records the overall achievement of pupils at a particular time, e.g. end of year or key stage.
- Reviews - weekly-by teacher and children.
- End of Year Reports

WHEN AND WHERE THE DIFFERENT TYPES OF ASSESSMENT ARE USED IN SCHOOL ON-GOING ASSESSMENT (FORMATIVE)

Reading

- On-going reading assessments as teachers hear children read aloud, recorded it in the reading class record and/or individual children's sheets.

Writing

- On-going assessment based on objectives for the term, through marking, discussion and observation, and through the implementation of the Marking Policy.
- Descriptors are used to support assessment judgments.
- Individual child target trackers for each child to monitor the progress of objectives covered.

Grammar, Punctuation and Vocabulary

- On-going teaching and assessment of phonics(key stage one)
- Weekly SPAG tests(Key Stage 2 only)

Spelling

- On-going teaching and assessment of phonics.(key stage one)
- Weekly spelling tests.



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Speaking and Listening

- On-going assessment, based on speaking and listening objectives for the half term, including vocabulary identified in various curriculum areas.

Mathematics

- On-going assessment, based on key learning objectives for the half term. Achievement is monitored through the marking policy, observation and questioning.
- Weekly mental Math tests, including multiplication tables.
- Individual child target trackers for each child to monitor the progress of objectives covered.

Science

- On-going assessments based on learning objectives for the half term and assessment questions which are set at the beginning and end of each topic. Progress is monitored through the marking policy and observation and discussion. Child led trackers are completed at the end of each topic.

Foundation Subjects

Assessment is carried out through marking, discussion and observation.

Observations are collated in the tabulation sheets available with all teachers for recording spelling test results, multiplication table results, mental test, group activity, etc.

FORMAL TESTS USED IN SCHOOL (SUMMATIVE)

1. END OF THE TERM ASSESSMENT

Tests used are:

Optional SATs (Year Three, Year Four, Year Five)

Writing Assessment (Reception –Year Six) –On-going

Early Years Assessment against the Early Learning Goals.

Phonics Year 1 screening.

2. WRITING ASSESSMENT

A portfolio of assessed writing is available for staff to use to ensure consistency of writing assessments.

Termly writing insets provide staff with the opportunity to share levelling of work in order to check accuracy and consistency.

CATERING FOR ADDITIONAL NEEDS (Diagnostic)

The SEND audit is carried out each year in the 1st term using the standardized tests. Children's scores and teachers concerns determine their inclusion on the Additional Needs Register (70 or below) and the level at which they are entered.

Children with additional needs are given special consideration. Staff works closely with the SEND Coordinator to provide a Care Plan formally known as an Individual Education Plan (IEP) for each child who requires one. The plan aims to meet



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the additional needs of the child and allows small targets to be set and achieved. The IEPs are reviewed termly and new targets set as appropriate. For more severe learning difficulties children are assessed by school staff and appropriate programs are developed and monitored.

PLANNING

The AJ Group has long term, medium term and short term planning systems.

Long Term

The Core Schemes for English and Mathematics are based key learning objectives. The teaching and learning policy for each class indicates the work in all other subjects.

Medium Term

Intended progression for classes is outlined. Plans contain clear learning objectives within the context of the program of study. Achievements of these objectives will be recognized through assessment opportunities. Class trackers are used to support progression of objectives.

Short Term

The ranges of needs/abilities within the class are recognized. Appropriate activities and resources which take account of pupils' prior learning are selected. Learning objectives are identified and shared with the children.

Deadlines are set for teachers to meet at the end of each year and turn-over the records to the next teacher and discuss the individual needs of each child.

If a child transfers to another school, information about the child's progress is transferred from the class records to individual record sheets and forwarded with other records to the new school.

REPORTING

There are three formal Parents' Evenings each year where parents are invited to come to school to discuss their child's progress with the class teacher.

Written profiles with clear information are provided where parents can understand about their child's strengths and areas they need to develop. They also promote parental involvement in their child's learning and provide scope for pupil and parent dialogue.

CLASSROOM ORGANIZATION

Efficient classroom organization strategies allow for effective management of teaching/learning and assessment.

Children are encouraged to be as independent as possible. Resources are accessible to all children and are located in the appropriate areas in clearly labelled drawers and containers in the resource rooms.

The children are given opportunities to make judgments about their own work with reference to objectives set at the beginning of a term, week or lesson. There is a great emphasis on personalized learning.



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Responsibilities

- The Assessment Leader assumes overall responsibility, ensuring that each new member of staff is aware of this policy and related documents.
- Each subject Leader is available to assist in planning assessment tasks and to introduce records as required.
- Each class teacher is responsible for maintaining records, administering assessments tasks, updating and reporting results and diagnosing any problems or difficulties which a child may encounter, seeking help where needed.
- It is the responsibility of the Assessment Leader, Senior Leadership Team, subject leaders and the Head Teacher to disseminate good practice within the school and thus help all staff to feel more confident when ideas are shared.
- Year R, Year 2 and Year 6 teachers liaise with the Assessment Leader and Head Teacher to provide an overview of the EYFS profile, SATs results and teacher assessments.

Early Years Foundation Stage Assessment

As each child enters the Early Years Foundation Stage the school applies professional judgment to assess the age band children are working 'within' across the EYFS 17 areas of learning. A baseline assessment within 4 weeks of stay will be given to the child.

Expected Standards for Foundation Stage are;

Nursery

22-36 months = In-line with Age Related Expectations (ARE)

16-24 months = Below ARE

Any other lower age band below – Significantly below ARE

Reception

40-60 months = In-line with Age Related Expectation (ARE)

30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

Formative Assessment

As the year progresses children are continually monitored and observed on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year and filed in the child's learning journey. Provision is made for these observations and assessments through experience and play. Assessment does not entail prolonged breaks from interaction with the children. Progress is recorded by observing and assessing children either using hand written observations, staff notes, developmental steps stickers or by use of digital photography.

Any learning and development needs are addressed with parents (and any relevant professionals) as an ongoing process.



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ASSESSMENT CYCLE

Baseline – written and practical

Nursery – Within 3 weeks of child’s start date

Reception – September within 4 weeks of child’s start date

Summative data - written

Nursery – End of term report, with emphasis on the Prime areas of learning, characteristics of learning and next steps.

Reception – At the end of school year, receives a full school report, with emphasis on the seven areas of learning, characteristics of learning, and characteristics of learning and next steps.

At the end of the Reception year, the children are assessed against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING. The EYFS profile is shared with parents as part of their Summer Term report.

Year 1 teachers are provided with a copy of the children’s profile report together with a short commentary on each child’s skills and abilities in relation to the three key characteristics of learning. Reception teachers meet with Year 1 teachers to discuss the child’s stages of development and learning needs. Assistance with planning of activities in Year 1 will be provided if required.

PARENTS

Parents are included in their child’s Learning Journey via ‘Parent communication forms’, Notice Boards, Newsletters, parent/teacher evenings and 1:1 meetings with class teachers. Parents are also able to view their child’s Learning Journey on request. The school have 2 formal Parents Evening. School reports are given out at the end of December and parents are given the opportunity to discuss their concerns with the teachers on an open evening in the end of the term. End of year reports are given out on the last day of the each term.

MONITORING and REVIEW

The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system with the inclusion of the EYFS Coordinator.

MARKING

The marking of children’s work plays an important part in providing feedback to pupils which enables them to learn and make progress.

Aims

- To monitor progress.
- To assess how much has been understood and diagnose where problems lie.
- To ensure marking is consistent throughout school.
- To ensure the method of marking is understood by both pupils and staff.
- To ensure there is a link between planning, marking, assessment, record keeping and reporting.
- To evaluate our own teaching.



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Objectives

- Marking provides feedback to pupils about their work promptly and regularly.
- Marking helps to establish learning targets for individual pupils.
- A variety of methods of marking work are used, including oral and written feedback, where appropriate.
- Marking reflects the learning objectives of the given task or piece of work.
- Marking ensures that pupils understand their achievements and know what they need to do next to make progress.
- Marking helps inform teachers' future planning, records and reports.
- Marking takes account of the context in which the work was done:
 - Alone
 - In pairs
 - In a group
 - With the teacher
 - With support staff

GUIDELINES FOR MARKING

Possible marks to be used

- As the marking of children's work can have different roles and purposes at different times, 'marks' should fit the purpose.
- Symbols are used and the children insert the appropriate comments.

Oral Comments

- They help to check the child understands and set the context for marking.

Demonstrative Response

- This response can be used to celebrate children's strengths, which are valued by teachers and pupils.
- It may take the form of:
 - Holding up a piece of work
 - Reading out work to the class or in assembly
 - Work mounted and displayed
 - Clapping
 - Certificates

Marking Writing

Children from Year Two to Six will use a best writing book. The teacher shall mark a piece of work using the appropriate marking symbols listed below. The purpose of the marking is to highlight errors and to pinpoint aspects of effective writing. Children then work through any corrections necessary on the corrections page. This vital redrafting stage is being focused upon to ensure that improvement is being made between the first draft and the final piece.

Expectations for Presentation

- Best handwriting attempted.
- Sharp pencil or an appropriate pen must be used
- Handwriting must start on the left and be written on top of the lines



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- Errors are crossed out with one neat line
- Work should be free from smudges and any marks unrelated to the writing
- Work should be titled and dated
- There must be a conscious professional decision made to determine the transition from pencil to pen

Suggested Shorthand/Codes to be used when marking work (from Year 1 onwards) in Writing

- ✓ Correct response
- C Correction
- T Target achieved (and the children can tick if off on their tracker)
- Sp (in the margin) indicates a spelling mistake
- P Punctuation is incorrect or missing
- // Two oblique lines indicate where a new paragraph should be included
- ↓ An arrow pointing down indicates where a new line should be
- ↔ Sentence needs reordering
- ^ A word or letter has been omitted
- * Better vocabulary could be used
- + Add detail
- H Handwriting
- T Target achieved

Suggested Shorthand/Codes to be used when marking work (from Year 1 onwards) in Maths.

- ✓ Correct response
- C Correction
- A Learning objective achieved

Mark Book

- Weekly spellings and tables test results shall be recorded in the teacher's mark/record book along with any relevant assessment comments.

Weekly Reviews

- At the end of each unit of work, children review their own work to enable them to evaluate the extent to which they have achieved objectives in Math and English.

The effective and regular marking of pupils' work is an essential part of the learning process, both for the pupil and the teacher. It should focus on the proposed learning outcome and by its nature assess whether such learning has taken place. In order to help pupils improve, feedback is encouraging, constructive and challenging.



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Marking at AJ Group shall have two elements:

- a. It shall inform teachers (and parents) about the achievements of pupils and needs for future planning and interventions by:**
- Highlighting successes and reinforcing learning.
 - Helping the pupil to focus on aspects which need more attention.
 - Making positive and constructive comments, leading to further improvements.
 - Valuing the contribution and effort of the child.
- b. It shall encourage pupils to become reflective learners and help them to close the gap between what they currently do and what we would like them to do by:**
- Informing the child how his/her work might be improved.
 - Providing effective targets for further development that will be followed up by the teacher to see how far achieved.
 - Encouraging a response from the child.
 - Helping the child to assess his/her own work.

What principles and procedures must be followed to implement the marking policy?

When teachers mark they should:

- ❖ Mark work at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.
- ❖ Ensure marking relates to the learning objectives, success criteria and individual learning targets.
- ❖ Focus on both attainment and effort.
- ❖ Use the agreed code for marking.
- ❖ Try to mark with the child where possible (interactive marking).
- ❖ When work is discussed with a child it should be marked to show verbal feedback has been given.
- ❖ Allow specific time for children to read, reflect and respond to marking by taking appropriate action
- ❖ Check back to ensure that appropriate action has been taken by the child.
- ❖ Use the information gained together with other information to adjust future teaching plans and determine future targets and interventions.
- ❖ Ensure that their handwriting/language is neat and appropriate to the age and ability of the child.

Children should:

- ❖ Be made aware of the marking criteria.
- ❖ Be given time to read the teacher's comments and take necessary action.
- ❖ Initial comments to show they have read them and make a written response if appropriate.
- ❖ Be involved in responding positively to each other's work.



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Subject specific marking and feedback

Marking Writing:

- ❖ Be positive about the good points and not give the impression that marking is a punitive exercise.
- ❖ Be sensitive and not over correct.
- ❖ Ensure that the response to a particular piece of writing relates to the purposes it was mean to achieve.
- ❖ Mark selected incorrect spellings with 'SP' in the margin and related word underlined. Incorrect spellings should then be incorporated into weekly spelling tests.
- ❖ Encourage children to consult a dictionary or word-book to find correct spellings. This should then be written at the end of the piece of work.
- ❖ Where a word is missing, '^' mark should indicate the place of the missing word. Teacher shall decide if the word is written in, or if the child is to select an appropriate word.
- ❖ Where there is a mistake in punctuation, the error should be underlined, with a letter 'p' written in the margin.
- ❖ Use '//NP' to indicate a new paragraph is needed.
- ❖ A short term writing target should be highlighted with the letter at various stages of writing, which should be reviewed, and if met a target sticker used.
- ❖ Use the following prompts to highlight an improvement, depending on the task involved and the ability of the child:
 - 1) Reminder (reminding the child of the learning objective);
'Tell me more about James and what he is like'
 - 2) Scaffold (asking the child a question, to extend their work further).
'What type of boy is James? Good, bad, shy, excitable, loud, naughty? Try to help the reader know him. James was a ...'
 - 3) Modelled/examples (giving exact sentences, words or phrases to copy).
'Describe James character. Use this sentence or your own: James was often excitable and noisy but would be quiet and serious when he was working.'

Marking Mathematics:

- ❖ Where appropriate children to mark their own work.
- ❖ Correct work to be marked with a ✓
- ❖ Incorrect work to be marked with a ×
- ❖ Teachers should identify where in the calculation, the error was made (if appropriate).
- ❖ Where children have no errors, a challenge should be provided.
- ❖ Time should be given to make any corrections or undertake the challenge.
- ❖ The incorrect work should not be rubbed out. It should be corrected by the child in a new space in his/her book under the heading 'corrections'.



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- ❖ Corrected work should be marked Vc
- ❖ Teacher to use the following prompts to highlight an improvement:

1) Reminder

'Have a think about how you could now add 19, 29 etc to a 2 digit number'

2) Scaffold

'Well done, but you sometimes added 1 instead of taking away. Let's look at:

$$46 + 9 =$$

$$46 + 10 = 56 \text{ and } 56 - 1 = 55$$

Now trying doing the same with $59 + 9 =$

3) Modelled/Examples

'Remember to add 10 to help you.

Now have a go at this:

E.g. $43 + 9 =$

$$77 + 9 =$$

$$43 + 10 = 53 \text{ and } 53 - 1 = 52$$

$$77 + 10 = \underline{\quad} - 1 = \underline{\quad}'$$

Marking for other subjects:

- ❖ Write a comment at the end of the piece of work to indicate whether or not the success criterion for the lesson has been met.
- ❖ Where appropriate, highlight how an improvement could be made.
- ❖ Make a note of common mistakes/misconceptions and provide oral feedback at the start of the next lesson.

Pupil marking

Pupil involvement in the marking process is vitally important and should be encouraged. Methods may vary according to the age and ability of the children, but can include the following; traffic lights, smiley faces, using generated success criteria check lists, and children writing their own comments.

- ❖ Self-assessment:

- Pupils may mark their own work at the teacher's discretion e.g. mental math tests or spelling tests, etc. The emphasis is on pupils identifying their successes, addressing their misconceptions, as well as providing opportunities for early teacher intervention.

- ❖ Peer-assessment:

- When appropriate, and after considerable teacher modelling, pupils may mark a response partner's work. Initially the focus should be on identifying the strengths using the success criteria.



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❖ Shared-marking

- Teachers sometimes use one piece of work from an unnamed pupil to mark as a class, on the interactive whiteboard or visualizer. This enables the teacher to model the marking process and how to identify certain success criteria. It also allows the teaching and reinforcing of particular points at the same time.

Teachers shall need to monitor how well pupils are responding to such comments and to their level of understanding regarding individual targets.

How do teachers in the foundation stage mark children’s work?

In nursery and reception, teachers:

- ❖ Engage in oral dialogue with children about their play, work and special books.
- ❖ Where appropriate write a comment with the child, or use smiley faces as an easy to understand visual assessment of the work.
- ❖ Annotate work and photographs of children, as part of the process of gathering information for the Foundation Stage Profile.

How shall this policy be monitored and evaluated?

To achieve consistency within the school, regular moderation of marking shall be planned into the school monitoring schedule. This policy shall be monitored by the SLT team members and PCs, through work sampling, pupil interviews and classroom observations. Written and verbal feedback will then be given to staff, highlighting good practice and areas for development.

ASSESSMENT CALENDAR 2017-2018

Yr. 1 – 12

Date	Task
Term 1 (September 10, 2017- December 14, 2017)	
15 th October – 22 nd October	Continuous/Formative Assessment
8 th December – 17 th December	Summative Assessment
Term 2 (January 7, 2018 – March 22, 2018)	
11 th February – 20 th February	Continuous/Formative Assessment
11 th March – 21 st March	Summative Assessment
Term 3 (April 8, 2017 – June 28, 2017)	
6 th May – 14 th May	Continuous/Formative Assessment
10 th June – 21 st June	Summative Assessment

Note: Promotion criteria are based on an average of all three terms.