AL AIN JUNIORS SCHOOL
a member of AJ Group of Schools

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AJ GROUP
YEARS OF IMPACTING YOUNG MINDS
SCHOOLS · NURSERIES · TRAINING

POLICY TITLE:	Feedback Policy
DEPARTMENT:	Academics

Policy Contact: School Counselor	Issue Date: 01/09/2015
School: Al Ain Juniors School	Revision Date: 01/07/2027
Reference No:	Version No: 1.0

Introduction

This policy aims to outline how assessment and feedback is carried out at APHS. The policy encompasses:

- Formative Assessment – Assessment for Learning
- In-School Summative Assessment – Assessment of Learning
- Nationally standardized Summative Assessment Feedback – including written marking and feedback

These are all integral, none can be considered in isolation from the overall blend of assessing, planning and teaching. This policy contains numbered policy statements which should inform the practice and conduct of all teaching staff, along with further exemplification and links to external reference material.

Teacher assessment should form the basis of lesson planning to meet the learning needs of students in a process of ASSESS – PLAN – TEACH.

Assessment, both summative and formative, should then inform the planning and delivery of subsequent learning episodes and lessons. This policy has been informed by a review of the SEF 'A Marked Improvement' by Heads of Department along with the Vice Principal in charge of Teaching and Learning.

The Purpose of Books

- To support students learning by:
- Recording key information for students to revisit and revise from
- Demonstrating application of students practice, knowledge and understanding
- Identifying misconceptions (by student, peer or teacher) and rectified

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Formative Assessment

Teachers will undertake formative assessment and provide students with feedback on their attainment and progress in line with the expectations of the UAE professional teacher standards.

- Standard 2: Promote good progress and outcomes by pupils; be accountable for pupils' attainment, progress and outcomes; be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these; guide pupils to reflect on the progress they have made and their emerging needs; encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Standard 6: Make accurate and productive use of assessment: know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; make use of formative and summative assessment to secure pupils' progress; use relevant data to monitor progress, set targets, and plan subsequent lessons; give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

In-school Summative Assessment – Assessment of Learning

Attainment of students in Years 8 to 10 / Grades 7 to 9 (Foundation and Preparation stages) will be assessed against up to FOUR agreed Assessment Objectives (AO's) in each subject area.

Attainment targets and levels were introduced with the National Curriculum in 1988 & NEP 2020. These have been updated periodically, including most recently in 2014 with introduction of the new National Curriculum/NEP 2020. NEP 2020 and National Curriculum without levels empowered all schools to develop their own assessment processes to track and monitor students' progress. In order to prepare students for IGCSE/Grade 10 qualifications, the Assessment Objectives for each subject have been taken from IGCSE specifications/CBSE learning outcomes and adapted to develop a KS3/Grade 7 to 9 curriculum which seeks to promote the knowledge, skills and understanding required for successful IGCSE/Secondary school study. Therefore, all subjects will assess student attainment against these subject-specific objectives according to the grade set: Beginning, Emerging, Developing, Secure, Mastered.

Progress of students in KS3 will be measured against KS2 starting points in Reading, Mathematics and the Average Point Score (APS) of the two combined.

The end of key stage attainment of students who completed KS2/Grade 6 since September 2015 have been reported using scaled scores. Upon entry to KS3/Grade 7, all students are assigned an entry profile of either Beginning (Red), Emerging (Yellow), Developing (White), Secure (Green), Mastered (Blue) to show how well students have achieved against age related expectations. Throughout KS3/Grades 7 to 9/Years 8 to 10, academic performance in each subject Assessment Objective is then measured against the same scale. The principle behind this is to ensure that students continue to make good progress that will ultimately enable them to achieve well against challenging KS4/Grade 10 to 12/Year 11 to 13 targets.

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Attainment and Progress of students in each Grade will be recorded in Tabulation sheets at each calendared Assessment Point (AP) along with a judgment on students' Attitude to Learning (AtL).

In Grade 7 and 8/Year 8 and 9 (Foundation Stage) and Year 9 (Preparation stage), there will be two Assessment Points (AP1 and AP2) in each year group. In Year 10 (Qualification stage) there will be three AP's and in Year 11 (Qualification stage) there will be half-termly AP's. The deadline for each 'data drop' is published at the start of each year in the school calendar and in teacher planners. Where insufficient teaching and/or assessment has taken place towards a particular AO by the time of data collection, an 'N' may be entered for 'Not Yet Assessed'. Along with assessment judgments for each AO, teachers will also publish an AtL score for each student against a 4-point scale of: 1 – Outstanding; 2 – Good; 3 – Requires Improvement; 4 – Inadequate.

Progress (and/or attainment) will also be recorded on KS3 Progress Stickers which will be clearly displayed on the front of student exercise books/folders.

Sharing assessment judgements with students is widely recognised to support metacognitive processes and develop self-regulation. This is also an important component of assessment for learning principles as outlined by the Assessment Reform group (2002).

Standardized Assessment:

In all the cycles Question Level Analysis (QLA) will be used to inform planning and differentiation in each Grade lessons, as well as those in need of 'catch-up' intervention.

When made available, this will be converted into a 'Compelling Scoreboard like the one used in sports or Covey compelling scoreboard' for all staff to adapt teaching to meet the needs of students and close gaps from KS2 to KS 4/Primary, middle and Secondary classes in core subjects.

In the first instance, this information will be used to inform student setting arrangements in Grade 4 to 9 and Senior Secondary classes and identify cohorts of children in need of additional intervention through alternative curriculum arrangements.

Attainment and Progress of students in Grades 3 to 9 will be tracked and monitored using GL Assessments/ASSET in English, Maths and Science (where available

Progress Test Series Assessments will be used in English, Maths and Science upon entry in Grade 3 to triangulate outcomes for Grades 3 to 9/Years 4 to 10 and refine class setting arrangements where necessary.

Parents will be formally notified of the outcomes of all nationally standardised summative assessments.

For Grades 3 to 9/Years 4 to 10, the outcomes of all standardized assessment will be provided through reports or separate written communication. Assessments therefore need to be scheduled/timetabled to allow for external results to be returned to school in time to communicate in a timely manner.

For Grades 10 to 12/Years 11 to 13, the outcomes of IGCSE (or equivalent) examinations will be made available on the National IGCSE/Grade 10/Year 11 results day at the published time and through exam board certification. Where students undertake IGCSE/Grade 10/Year 11 (or equivalent) examinations earlier than the end of Grade 10/Year 11, these will also be published to parents in the same way.

Feedback

Meaningful - Manageable - Motivating

All students will receive feedback on their attainment and progress in accordance with agreed department/faculty procedures.

A meta-analysis of studies focusing on feedback in schools indicates high impact for very low costs, suggesting that an improvement of about 8 months' additional progress .The effect size of Hattie's meta-analysis suggests a 0.70 influence on student achievement. it is important we carefully plan our feedback strategies to get the positive impact we desire.

Feedback can be verbal, written or can be given through tests or via digital technology. It can come from the teacher or from someone taking a teaching role, or peers.

Feedback as "Information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, aligning effort and activity with an outcome. It can be about the learning itself, about the process of activity, about the management of their learning or self-regulation or (the least effective) about them as individuals".

The quantity of feedback should not be confused with the quality.

The quality of feedback, however, will be seen in how the student is able to tackle subsequent work.

Research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.

Feedback Principles

1. Regular, diagnostic and develops students learning. Comments make clear the positives and how to improve.
2. Feedback and assessment should encourage learning and enjoyment of the subject,
3. Students are encouraged to take ownership of their learning and respond to their feedback
4. Feedback on literacy should be embedded, identifying errors and reinforcing expectations with presentation 5.Feedback should be meaningful, manageable and motivating

All teaching staff will undertake marking and written feedback in line with their own agreed subject/faculty procedures.

As all subjects differ greatly in their curriculum requirements and assessment methods it is not the belief of AJ that we should have a 'one size fits all' approach to marking and written feedback. Responsibility of determining the frequency and depth of marking has been devolved to each subject area to formulate their own procedures for meeting the expectations of this policy**.**

It is a firm expectation that all teaching staff will be familiar with and follow their own departmental procedures.

Marking and written feedback at AJ should be manageable for teachers and beneficial for students. Greatest impact for less time spent. Teachers should consider marking less, but marking better, selective marking could substantially reduce marking workloads. Before writing in green pen think 'why am I writing this and who is it for?' If it will not benefit the student then save your time and move on! Ultimately marking should be Meaningful, Manageable and Motivating. This policy is designed to provide a framework for marking across the school. The principles should be directly applied to departmental procedures, which will vary in terms of type of feedback and frequency. **There is an expectation that intra-department variation will be minimal.**

Monitoring and Review:

HOD/SUBJECT COORDINATORS

Ensure this policy is consistently followed by all staff members they line manage.

To complete 'book scrutiny' to ensure all teachers are meeting all aspects of this policy and department procedures at all times.

Address any issues with individual staff providing support as required.

Senior Leadership Team

Conduct thorough quality assurance checks in line with the published Monitoring, Evaluation and Review (MER) Schedule.

Marking and Feedback Guidance

What should teachers do?	**What should teachers also do?**
Adopt a regular & systematic approach	
Aim for a subject system of marking. A marking framework with work set being marked or monitored regularly. Share good practice.	Use their professional judgments. Avoid marking for anyone else other than the student.
Before writing in green pen think 'why am I writing this and who is it for?' If it will not benefit the student then save your time and move on!	Consider taking books in so as to inform future teaching. Do not mark every page of work. Avoid tick and flick; instead, leave it blank.

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<table>
<tr><td>Feedback is for the student. It is more effective if tailored to meet the needs of the student. It can appear in different forms, other than writing. E.g. Verbal feedback / Peer and self-assessment.</td><td rowspan="3">A single tick on a double page is usually sufficient to indicate that a teacher has seen the work.
Feedback to improve work should be given without grades if possible. Research suggests that student focus on the grade received rather than the formative feedback and therefore its impact is lost.
Do not prioritise marking over planning</td></tr>
<tr><td>Aim for marking for progress over time and not just a one-off assessment point. Is your assessment formative or summative?</td></tr>
<tr><td>Monitor students' book /folder work according to your department procedures.</td></tr>
<tr><td colspan="2">Timely use of praise</td></tr>
<tr><td>Aim to identify what went well with a piece of work – this can be part of verbal feedback.</td><td>Identifying what students do well at will help them continue...!</td></tr>
<tr><td colspan="2">Targets</td></tr>
<tr><td>Aim to identify precise subject- specific target/s. These could be linked to specific subject codes or could specify a key area to work on moving forward. Some may be literary e.g. Use a mixture of short and long sentences; ensure each sentence makes a clear point....</td><td>It is completely acceptable to ask for 'More of the same' as a target if a student has produced an excellent piece of work!</td></tr>
<tr><td colspan="2">Actions</td></tr>
<tr><td>Aim to encourage students to act on feedback using purple pen This can be by:
•Jotting questions on work for students to answer; •Identifying what needs to be improved or reworked; •The students doing something relevant...! This could happen before, as a build-up practice piece, or after an assessment, responding to a key issue. It is the students' responsibility to act on feedback.</td><td>Avoid unnecessary written dialogue between teacher and student as evidence of redrafting and reflecting on feedback. Teachers at are not expected to 'double mark' work. Plan time in the lessons for students to respond to feedback e.g. DIRT – Dedicated Improvement and Reflection Time</td></tr>
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Associated Documents or links to other policies:

The following documents/policies should be referred to in consultation with this document:

- Teaching and Learning Policy
- Curriculum Policy
- Marking and feedback guidance
- Reporting guidance (individual schools)
- Universities, Careers and Futures Policy
- Inclusion Policy
- Separate school curriculum maps
- Exams Policies (various, including Cambridge/CBSE guidance and Appeals procedures).

Monitoring and Review: This policy is to be reviewed and checked annually by the SLT and Assessment/Exam Coordinator.

Version no.	Description of change	Owner	Date of Issue
1.0	Adoption of Policy	Principal	Feb 2015
2.0	Revision of Policy	Principal	2017
3.0	Revision of Policy	Principal	2018
4.0	Revision of Policy	Administrator	2022
5.0	Significant changes to align more closely with ADEK Schools Policy on Curriculum	VP	2024
5.1	Minor updates on the Feedback Procedures		2024
5.2	Review and Revision of the Policy		2025