Whole School Assessment Policy

Kent College Dubai

Approved by Principal:	Tim Hollis
Approved by KCD Board Representative:	Muireann Carroll
Last reviewed on:	September 2024
Next review due by:	September 2025
KCD Authorised Stamp	

I acknowledge that I have read, understood and accepted ownership of this policy document and at the next formal review, the below signatories will replace those named above.

_____   _____
Tim Hollis, Principal, Kent College Dubai   Muireann Carroll, Board of Governors

Contents

1. Assessment Compliance with KHDA and the National Agenda

i. Overview

This policy aims to:

Provide clear expectations and explicit guidance for KCD Teachers and Leaders about why we assess and how;

- KCD summative assessments evaluate pupils learning at the end of an instructional unit by comparing it against curriculum standards and international benchmarks

- KCD formative assessment use a variety of methods to evaluate pupils' comprehension, learning needs, and academic progress during a lesson, topic or module course

- all KCD teachers should mark pupils work in junior and senior school

- to ensure a consistent and coherent approach to recording all assessment outcomes across the curriculum so as to impact on pupils' achievement across the curriculum

- to ensure expectations for reporting to parents are met

- assessment practice will be monitored and evaluated

ii. Legislation and Guidance

Since the removal of National Curriculum levels in 2014, NCfE curriculum schools have been free to develop their own approaches to assessment. As KCD is an International School, our assessment guidance meets KHDA, National Curriculum and IBO expectations.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels.](#) In addition, this policy also takes into account the requirements of the [UAE National Agenda Assessments and School Inspection Supplement](#) and [additional supplement for 2019-20](#) that are necessary. The [IB Programme Standards and Practices (2014)](#) has also been considered in the development of this policy and is implemented alongside the [Non-examination Assessment Policy,](#) where applicable.

iii. Guiding Principles of Assessment

The aim of assessment is to establish where a pupil is in their learning in one point in time (Evidencing Learning, Category 2 workshop, IB, 2019) in order to;
- inform the learner, teacher and wider learning community to know what learning has taken place and how to progress further
- record, monitor and measure learning in order to compare pupils' achievement to curriculum expectations as well as national and international standards and also to contribute to the information that judges the performance of Kent College Dubai
- identify next steps in learning and teaching and to make adjustments to teaching and the curriculum (improvement planning)
- develop pupils ability to reflect on their learning and make informed decisions about how to adjust their own learning as well as that of others.

At KCD, we use meaningful ways of measuring all aspects of **progress,** including development of thinking, communication, social, self-management and research skills. In addition, we pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).

iv. Assessment approaches

Cognitive Ability Diagnostic Test (CAT4)

All pupils at KCD will participate in [CAT4](#) diagnostic assessments from Y3 onwards. The Cognitive Ability Test helps pupils and teachers to understand how they learn and gives a broad view related to what their potential might be. CAT4 assesses how pupils think about areas known to make a difference in learning such as shapes and patterns (Non-Verbal Reasoning), words (Verbal Reasoning), numbers (Quantitative Reasoning) and transforming visual images (Spatial Ability)

KCD Summative Assessment

Effective in-school summative assessment enables:

- **School leaders** to
  - monitor the performance of different groups of pupils and different pupil cohorts
  - monitor the performance of subjects against curriculum standards as well as national and international expectations
  - identify improvement priorities and also where interventions may be required

- o work with teachers to ensure pupils are supported to maximise pupils' progress and attainment.

- **Teachers** to

  - o evaluate and feedback upon learning for each and every KCD pupil at the end of a unit

  - o evaluate the impact of their own teaching on each pupil's achievement

  - o make adjustments to teaching and compare the achievements of pupils in their class to their potential, and intervening swiftly where expectations are not met

- **Pupils** to

  - o understand how well they have learned and understood a given topic

  - o compare their achievement to the expected standards of other children of a similar age worldwide

  - o understand feedback on how they can rapidly improve

- **Parents** to

  - o understand the academic capability and true potential of their child

  - o stay informed about their child's achievement; progress over a period of time and their attainment at the end of each year

  - o be fully informed about required interventions that may be necessary

  - o be fully informed about the range of internal and external assessments that their child will participate in at KCD

KCD's summative assessments:

- National Agenda parameter tests in English, Mathematics and Science in Junior school and Senior school; GL Progress Progress Tests PTE, PTM, PTS

- For selected pupils, TIMSS, PISA International Assessments in Mathematics, Science and Reading

- Early Years Foundation Stage Profile

- Read Write inc Phonics assessments

- English national standardised summative assessments - PIRA and White Rose assessments for Reading and Mathematics in Junior school

- KCD Internal Teacher Assessments in Junior and Senior school

- GCSE, A Level and IB external examinations in Senior school as well as Internal Assessments, Essays, Presentations (IB)

KCD Formative Assessment

KCD formative assessment enables:

- **Teachers** to

  - o identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension

  - o evaluate teaching in order to adapt planning for the next lessons

- o give appropriate feedback to pupils regarding improvement and next steps

- **Pupils** to

  - o measure their knowledge and understanding against learning objectives and identify areas in which they need to improve

  - o understand the importance of, and develop self-reflection / self-assessment to become mature and effective learners.

- **Parents** to

  - o gain a broad picture of where their child's strengths and weaknesses lie and what they need to do to improve

At KCD this is done by:

- following the Junior and Senior school's marking and feedback policy in lessons
- pupils own self-assessment against learning objectives
- pupils peer-assessments against learning objectives
- written and verbal communication ensuring pupils are aware of where their learning is taking them
- written and verbal feedback ensuring that pupils are aware of their next steps for rapid improvement
- routine and regular moderation to check consistency within year groups
- formal observations recorded using KCD leadership tool 'Blue Sky'
- tracking pupils progress using online learning tools such as TTRS

v. Inclusion

The principles of this Assessment Policy apply to all pupils including those with special educational needs and/or disabilities (Students of Determination) and support our Inclusion Policy.

For Students of Determination, assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. This will include looking at pupils CAT 4 likely indicated outcomes.
There exists the same high expectations of all pupils, however, differences in overall outcomes are recognised. For pupils working below the expected level of attainment, assessment arrangements will consider progress relative to pupil starting points, and take this into account, alongside the nature of pupils' learning difficulties.

For International Benchmarks Assessments, no additional support can be provided so as to fully meet compliance with the administration regulations that accompany these assessments.

vi. Training

Training on summative and formative assessment, including expectations for marking and feedback to pupils, is provided during induction for all teachers. This is then continued through the school Professional Development programme.

Training on administering external assessments is provided to all by the Exams Officer.

Training on the use of CAT4 indicators to inform teaching and planning is provided to all teachers by Senior Leaders in Junior and Senior school.

Training on the use of assessment data to adjust teaching and the curriculum is provided by Senior Leaders in Junior and Senior school

Training on academic honesty (see academic honesty policy), to ensure that pupils produce and submit work which is their own and adopt a principled attitude towards their learning.

Training on moderation is offered both internally by HODs / HoFs as well as through governing organisations (IBO, Pearson Edexcel and Oxford AQA)

vii. Roles and Responsibilities

KCD Board

Board members are responsible for:

- Being familiar with NCfE statutory assessments and IB Programme Standards and Practices

- Being familiar with UAE National Agenda expectations for TIMSS and PISA

- Holding school leaders to account for meeting the requirements to participate in National Agenda Parameter testing (GL Progress Tests) and including CAT4

- Holding school leaders to account for pupils and staff performance by setting expectations for rigorous analysis of internal and external assessment data

- Holding school leaders to account for the performance of the school indicted by pupils outcomes in core subjects and achievements across the curriculum

Principal

The Principal is responsible for:

- Holding to account senior leaders and their work related to Assessment; the extent to which the KCD assessment data is rigorous, accurate, reliable and valid
- Using KCD assessment data to inform strategic and operational improvement plans
- Using KCD data to inform KCD Self Evaluation
- Using KCD data to accurately evaluate school performance and share this with the Board
- Using CAT4 to forecast outcomes for different groups of pupils and report to the Board

Assessment Leaders

Assessment Leaders in Junior and Senior school are responsible for:

- Ensuring that the Assessment policy is adhered to by all teachers and middle leaders including meeting all set deadlines for assessments and subsequent analysis

- Ensuring that assessment avoids cultural bias and makes considerations for pupils working in their 2nd language, in line with our admission and language policies

- Monitoring the quality of KCD assessments

- Monitoring standards in core subjects and across the curriculum

- Analysing each and every pupil's progress towards their CAT4 indicated outcome as well as the current level of attainment

- Monitoring the marking and feedback given to pupils and the extent to which this helps them improve

- Analysing KCD data to identify and prioritise interventions to address underachievement

- Reporting to SLT and the Principal trends of pupils' progress and attainment, including comparisons to national and international standards and trends over time

- Reporting to SLT and the Principal all pupils progress toward their likely indicated outcome generated from CAT4 and then refine analysis for different groups

- Using KCD Assessments analysis to inform the CPD delivery

Teachers

Teachers are responsible for:

- using CAT4 indicators to inform planning in order to precisely meet the needs of pupils in their class

- following the KCD Assessment Policy guidelines and gathering data in all subjects for their classes

- monitoring pupils progress toward CAT4 indicated outcomes and ensuring swift intervention is in place where underachievement in identified

- presenting the data and subsequent analysis to the Assessment Leader by the set deadline

viii. Monitoring

This policy will be reviewed yearly by the SLT and thereafter ratified by the Board.

Assessment Leaders will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutiny, pupil progress meetings, data presentations, SEF updates and CPD sessions.

2. External Assessment

i. CAT4

These diagnostic assessments are sat by all pupils from Year 3-13 on admission, with Year 2 being tested in school, and then retested in Year 4, 5, 7, 9 and 12. This information is used to provide teacher staff with an indication of potential, possible teaching strategies and areas for development. This year, as a result of the pandemic, children were not tested on admission, only once school resumed for face to face teaching.

Furthermore, the CAT4 reports provide an indication of the Key Stage 4 and 5 outcomes that a child is capable of achieving. We use these as our starting point when providing target grades to pupils in all subjects. This is then expanded on through internal assessment and teacher judgment.

ii. Progress Testing

At the end of each academic year, pupils in Year 3-10 sit the online progress test in Mathematics, English and Science. The only exception is Year 7 who do not sit a science test as one has yet to be developed.

All results are recorded in our Power BI software and then analysed by Heads of Department and SLT. The results are used to inform and modify future schemes of work. The reports are then used to identify individual pupil's areas of development by analysing the topic gap analysis.

iii. NGRT

All pupils in Year 2 – Year 11 complete the New Group Reading Test (NGRT) 3 times a year as mandated by KHDA. This is used to inform the provision of reading comprehension skills. Class teachers of all subjects develop reading comprehension skills through skim, scan and reading for meaning exercises. These are differentiated to support pupils to improve specific areas, for example; word recognition or whole text meaning.

Class teachers, Heads of Year, Subject Leads and Inclusion Department work in collaboration with pupils who have reading skills below their chronological age in targeted intervention, as identified by NGRT.

All pupils in Key Stage 3 use Scholastic Literacy Pro in their fortnightly library lessons and at home to support the development of reading comprehension skills. Progress is measured by comparing results year on year and comparing NGRT stanines against CAT4 Verbal stanines.

iv. PASS

PASS tests are taken from Y3 - Y13 to gain a deeper understanding of pupils' wellbeing and attitudes to school life. This data is analysed by Heads of Department, Year Leaders, Heads of Year and SLT. The results are used to better support pupils in achieving their potential by encouraging discussions between staff and pupils.

From the data provided, Head of Year work with tutors and classroom teachers to produce strategies that can help support pupils with low scores so as to improve their well-being and academic attainment.

v. Baseline

Baseline assessments are conducted during the first two weeks for Years 1 to 6 and the first five weeks for Early Years Foundation Stage (EYFS) at the start of the academic year. This process helps teachers understand each child's starting point and set end-of-year targets to track their progress. The assessments include a mix of informal tests and classroom observations, enabling teachers to plan instruction tailored to each child's current level.

vi. BTEC Qualifications

Kent College provides BTEC qualifications at Level 1,2 and 3. These span across Business, Hospitality, Performing Arts and Sport. Each course follows a rigid assessment plan which includes unit number & title, assessment criteria and dates for hand-out, hand-in, assessment, IV, resubmission and assessor name.

Assignment Design

All assignments are created with a vocational context and tasks which the pupils need to complete alongside a check list of evidence and the criteria covered. All assignment briefings clearly state unit number, learning aim, assessment title, assessor, issue date and hand in deadline.

Submission and Resubmission of Assignments

Only one submission is allowed for each assignment and the assessor will formally record the assessment result. The LIV can authorise one resubmission in order to meet assessment criteria, if the pupil has met deadlines and it is realistic that the pupil can improve their work. This will be recorded on the feedback sheet. Pupils are given 15 days to make a resubmission.

3. Internal Assessment Process

i. Junior School

In EYFS, the Development Matters guidance is used to assess children against the 7 areas of learning. The strands within these have been updated in line with the new curriculum.

There are 3 data tracking points throughout the academic year, in which teachers make a judgment for each child based on their evidence and this is recorded on OTrack. At each point, teachers discuss gap analysis reports and individual pupil progress to plan interventions to further support and extend learning.

Analysis of data by teachers and Junior School Leadership Team (JSLT) at these tracking points, as well as discussion in Pupil Progress Meetings (PPMs) result in amendments to curriculum and learning themes to ensure progress for all.

In Junior school, teachers assess regularly against National Curriculum objectives and record this onto OTrack, the system used to track progress through the Junior School. Reports are generated to ensure gap analysis is ongoing and lesson plans and activities are amended to meet the needs of individuals.

There are 3 data tracking points throughout the academic year, where the ongoing formative assessment by teachers is collated to give a grade along this scale.

Beginning.   Developing.   Developing +   Secure -   Secure   Secure +   Greater Depth

This data is analysed by class teachers, Year Leaders, Subject Leaders and JSLT. PPMs for FS1 - Y6, as well as the Arabic and Islamic departments, are scheduled in January and April between class teachers and the Deputy Head (Academic) where the progress of individuals and groups of pupils is discussed. As a result of this data analysis and discussion, action is taken within classes and across year groups to provide interventions, make changes to planning to ensure continued progress of all pupils.

ii. Senior School

Phase 3 has adopted a numerical system that aligns with the GCSE 1-9 grading system. The scale runs from WT1 through to Level 9, as shown below:

WT1	WT2	WT3	1	2	3	4	5	6	7	8	9

WT = Working Towards   Each numerical value has three sublevels e.g. 1-, 1 and 1+

Each subject has designed grade descriptors that map assessment outcomes to a numerical grade. This is then used to design consistent and accurate assessments which are used to produce attainment grades at each data drop.

Phase 4 - A-level assessments are designed using the GCE letter system A*- E. All internal assessments are directly linked to the A level curriculum. All Post 16 A-level courses contain regular assessment inline with each data drop as well as annual mock exam periods.

Phase 4 - IB. For the IBDP, assessment of student learning is based on the objectives and assessment criteria specific to each subject (Grade 1-7) / core component (see subject guides for EE / CAS / TOK).
For the IBCP, assessment of student learning is based on objectives and assessment specific to each component (DP courses, CRS and core units) with an IBCP diploma awarded for satisfactory completion of all elements.

Additionally, most courses have an internally assessed component that provides evidence of student achievement against objectives that do not lend themselves to external examination.
Internal Assessment offers flexibility and encourages cultural and geographical diversity whilst addressing a common set of norm referenced expectations

iii. Throughschool

Kent College is committed to supporting the transition between Junior and Senior school and ensuring the process is as seamless as possible. Regarding assessment, Year 6 teachers work closely with Senior School colleagues to discuss approaches to assessment. Year 6 teachers have begun to assess Year 6 pupils using the Senior school grading model to allow clear and reliable data that relates to the systems in KS3 and 4.

iv. MOE Subjects

Arabic A, Islamic A and Islamic B follow the Ministry of Education curriculum and are assessed using MOE grade boundaries. As a result, in the Senior School these subjects continue to use the letter system issued by the MOE and report at each data drop accordingly. In the Junior School, Ministry of Education curriculum objectives are assessed against on OTrack and these are used to inform the grade at each data drop.

4. Measuring Progress

iSAMS, the school's Management Information System (MIS) is used to track the progress of individuals over time; effort, achievement and target grades are included in the Senior School. In Junior School, Otrack is used as the main system to track progress and attainment of pupils.

In EYFS, we have moved to a PITA model, rather than our previous linear model. Within progress meetings, a previous attainment matrix is used to monitor progress of pupils throughout the year.

In Junior School the progress of pupils is tracked against curriculum objectives using the online system, Otrack. In addition to this, pupils will be assessed termly according to the assessment schedule in Appendix 1. This assessment will link closely to the outcomes of the National Curriculum.

Progress on Otrack is tracked according to individual targets set using a triangulation of CAT4 scores, previous year attainment and learning completed in class. Assessments are made against National Curriculum Objectives for Years 1-6 and are tracked after an objective has been taught. These are then revisited and re-assessed if necessary throughout the year.
Summative judgments are made at 3 data points and we rate progress as follows:
> ➢ Less than target, this is below expectations
> ➢ Met target, this is inline with expectations
> ➢ Above target, this is above expectations

In the Senior school a variety of measures are used to measure internal and external progress:
- Attainment is measured against CAT4 expected outcomes. The residual is then calculated and used to measure value added.
- Attainment is monitored year on year to measure the level of progress between corresponding data points.

For both of these measures, we rate progress as follows:
> ➢ Less than 1 Grade increase, this is below expectations
> ➢ Exactly 1 Grade increase, this is inline with expectations

➢ More than 1 Grade increase, this is above expectations

In all parts of the school, the overall attainment rating in each subject or each year group is rated and then a total is taken as per KHDA guidelines. The figure is then analysed on a year by year basis as another measure of progress.

5. Marking Policy

Class teachers and subject teachers are first and foremost responsible for monitoring progress of pupils in their class through their daily, informal Assessment for Learning (AfL) and feedback and marking. Marking and feedback guidance for both Junior and Senior can be found in Appendix 2 and 3.

6. Reporting on Assessment Data

An annual reporting cycle will be drawn up and published by the SLT. This will involve input from all staff.

In Junior school, parents receive two reports on their child's learning, one in December and the other in June. These will include effort and attainment grades. Parents evenings are held in Autumn and Spring term to provide an opportunity for pupils, parents and teachers to meet and discuss the progress of the pupil.

The Senior school provides 6 data drops throughout the school year which are sent home to parents. The final data drop of the school year will include a full written report. A tutor parents evening is held at the beginning of the academic year and subject parents evenings are then held throughout the year for each year group. At least two 'cause for concern' parents evenings are also held.

Parents will always be informed where it is felt that the progress of their child is below expectations. Individualised learning programmes may be put in place to support pupils in such cases.

7. Internal Verification Policy

The internal verification policy, relating to the development of BTEC options, further details the processes for verifying the completion of programmes of study and assessment, to be compliant with the KCD assessment policy.

i. Role of the Internal Verifier.

The Internal Verifier liaises with the Head of Department and programme leaders and the Deputy Head of Key Stage 4 and 5 to confirm the courses are planned, delivered and assessed in a manner that is compliant with the expectations of the external verifier (being the Examination board / organisation authorising the qualification.) This role will include reviewing all Assignments, including practical tests to confirm the following criteria and adhered to;

ii. Assessment/ test administration and management.

1. The Assignment/test title and aims meet the relevant to the unit and outcome(s).
2. The context relevant to the Unit and outcome(s).
3. The tasks relate to the same active verbs as stated in the Unit specification.
4. There are tasks and assessment requirements that are clear and easily understood by Learners,

timescales for the completion of work are realistic and have been shared with learners prior to the commencement of the assignment/ test.

5. Work is monitored and authenticity of Learner work can be verified by the programme leader and the Learner.

iii. Management of Programme Leaders.

The Internal Verifier is required to provide appropriate feedback and training opportunities to the Assessor. Regular standardisation meetings will provide the opportunity for Assessors to assess previously unseen work, compare judgements across the Programme team referring to the published assessments rubric to confirm accuracy and standardise assessment processes.

The Internal Verifier will monitor assessment practice considering the following;
1. The effectiveness of the planning
   2. The Assessor's interpersonal skills
   3. The accuracy of the judgements
   4. Quality of feedback to the Learner
   5. Giving feedback to the Assessor confidentially
   6. Keeping records for the External Verifier.

In managing Programme delivery, Internal Verifiers will:
   1. Participate in organisation quality procedures, meetings and manuals
   2. Establish clear link for Internal Verifiers to the Senior Management Team
   3. Ensure Programme files updated and available for the External Verifier
4. Establish a system for implementing External Verifier action plans and establish a system for ensuring certificate claims.
   5. Oversee which candidate work will be internally verified.

The Internal Verifier will provide feedback to Assessors and Programmed Leaders for Assignment Design and Assessment Decisions:

The monitoring of Assessments should also include the Internal Verifier observing Assessors in action (where appropriate); looking at how they conduct an Assessment and giving them feedback on their performance. When carrying out this task, the Internal Verifier uses the Internal Verifier Feedback to Assessor Form for monitoring and providing feedback to the Assessor.

1. Assessment Design: feedback to individual Assessors regarding an Assessment brief is given using the Internal Verification of Assignment Briefs Form followed by an Assessor Meeting.
2. Assessment Decision: feedback to individual Assessor regarding an Assessment brief is given using Internal Verifier Feedback to Assessor Form followed by an Assessor Meeting.

iv. Internal assignment setting and moderation.

The Internal Verifier is required to validate Assessors' judgements (including grading decisions) against the standards, ensuring consistent judgements across all the assessment team in all BTEC programmes. Further to this they will ensure that Learners have equality of opportunity and that all assignments follow a

common assignment template that includes Front Sheet, Learner's Brief and Assessment Information.

When planning their sampling Internal Verifiers will address: -
1. The experience and competence of Assessors
   2. A benchmarking of Unit(s) where possible
   3. Formative and Summative sampling
   4. Coverage of all assessment methods/evidence sources
   5. Coverage of all Units and all Assessors
   6. Record keeping and progress tracking for the External Verifier.

v. Planning the Sample.

The Internal Verifier is required to prepare a schedule of sampling activities by setting up a matrix of all Units, Assessors and Learners' work that is annotated as each sample is completed.
An effective sample plan will consider the following principles;

1. The Internal Verifier looks at Assessment decisions of all the Assessors in any given period (e.g. on a calendar basis or by Learner Cohort).

2. The Internal Verifier must sample the full range of assessment methods used, e.g. assignment, case study, direct observation of performance of a task, professional discussion, question and answer. A full range of assessment methods will be included in the sample (e.g. assignment, case study, direct observation of performance of a task, professional discussion, question and answer.)

3. Select a benchmark unit or units, so that the Internal Verifier can compare the quality of Assessment across different Assessors and different Learners

4. The sample will be a minimum 10% sample in each grade band or 6 Learners (whichever is lower.) If the assessment group contains less than 6 learners,all work will be considered in the sample. Further samples are taken for Assessors whose standards are not judged to be satisfactory at initial sampling: where necessary further samples should be taken, increasing in frequency and size. The Internal Verifier will have to review the Sampling Plan regularly to ensure all Assessors are covered and all assessment types are covered

vi. Request for extension, late submission of coursework and internal assessments.

If a pupil has justifiable cause to apply for an extension, they must submit the attached form to the course leader. Pupils are requested to provide as much information regarding the circumstances that have led to a request for extension. All requests will be responded to within two working days.
   1. If the request is accepted, the student will have a new submission date agreed and work will be marked according to the initial marking policy.
   2. If the request for extension is rejected, students may placed initially placed on academic probation and future progression on the course will be reviewed by the Internal Verifier, Course Leader and Deputy Head.
Parents are to be communicated with throughout the process and may be asked to confirm information shared by the pupil.

vii. Non-submission of coursework or internal assessments- including failed attendance to practical assessments.

If a pupil failed to submit any mandatory component of the course of study, including failure to comply with the terms of academic probation, they may forfeit their opportunity to progress further in the given programme. The student would meet with the Course Leleader, Head of Year and Deputy Head to discuss possible education options including retaking modules, courses and if necessary the year of study.

Appendix

Appendix 1 - Assessments at point of joining KCD

- ELG Assessment for entry into Y1
- Phonics assessment on entry into KS1
- CAT4 on entry Y3-Y13

Year Group	Assessment	Administered
FS1 and FS2	Observational Baseline Assessment of 7 areas of learning	Ongoing half termly
	GL Baseline assessment (FS2)	September
	Phonics RWI assessment	6 weekly
	HFW	Termly
	EYFS Profile	June
Year 1	Baseline for Maths, Writing and Science	September
	Phonics RWI baseline	September
	Phonics RWI assessments	6 weekly
	Independent Writing	Termly
	PIRA Reading, White Rose Mathematics	Termly
Year 2	Phonics RWI baseline	September
	Baseline for Maths, Writing and Science	September
	NGRT	September, January, May
	Phonics RWI assessments	6 weekly
	PIRA Reading, White Rose Mathematics	Termly
	Independent Writing	Termly
Year 3	Baseline for Maths, Writing and Science	September
	NGRT	September, January, May
	PIRA Reading, White Rose Mathematics	Termly
	CAT4 pre A	September
	GL PTM, PTE, PTS, PASS	May
	Independent Writing	Termly
Year 4	Baseline for Maths, Writing and Science	September
	NGRT	September, January, May
	PIRA Reading, White Rose Mathematics	Termly
	GL PTM, PTE, PTS, PASS	May
	CAT4A	September
	Independent Writing	Termly
Year 5	Baseline for Maths, Writing and Science	September
	NGRT	September, January, May
	PIRA Reading, White Rose Mathematics	Termly
	GL PTM, PTE, PTS, PASS	May

	CAT4B	September
	Independent Writing	Termly
Year 6	Baseline for Maths, Writing and Science	September
	NGRT	September, January, May
	PIRA Reading, White Rose Mathematics	Termly
	GL PTM, PTE, PTS, PASS	May
	CAT4C	September
	Independent Writing	Termly
Year 7	CAT4D	September
	PASS and NGRT	October
	GL PTM, PTE, PTS	May
Year 8	CAT4E (New pupils)	September
	PASS and NGRT	October
	GL PTM, PTE, PTS	May
Year 9	CAT4F	September
	PASS and NGRT	October
	GL PTM, PTE, PTS	May
Year 10	CAT4F (New pupils)	September
	PASS and NGRT	October
	GL PTM, PTE, PTS	May
	Early entry IGCSE	May/June
Year 11	CAT4G (New pupils)	September
	PASS and NGRT	October
	IGCSE/GCSE	May/June
Year 12	CAT4G	September
	PASS and NGRT	October
	IAL Modules	January
	AS Exams	May/June
Year 13	CAT4G (New pupils)	September
	PASS and NGRT	October
	IAL Modules	January
	A2 Exams/ DP Courses Exams/ BTEC Coursework submissions	May/June

Appendix 2 - Junior School Marking and feedback guidance

Marking and Feedback to Pupils in Junior School

In Junior school feedback is information given to pupils about their progress towards learning goals. It should produce an improvement in pupils' understanding and learning by giving an opportunity for reflection. This feedback can be verbal, written or can be given through tests or via digital technology. Feedback can be given by a teacher, a teaching assistant or by other pupils.

- Feedback should take place for all learning in all subjects.
- We monitor books closely to ensure that feedback and marking impacts positively on learning.
- Pupils are given time to respond to feedback.
- Marking codes must be used by all teachers to maintain consistency.
- It is expected that all written work is acknowledged by the teacher and some form of feedback is given - even if this is just through green and pink highlighter, no written comments.
- Live marking is recommended where possible so pupils receive instant feedback and this also reduces teacher marking after the lesson.

Marking Codes

The following are our non-negotiables for marking children's work. We use the same marking codes from Early Years to Year 6 so that:
- Children develop a common understanding of what different marks, colours and codes mean.
- We can evaluate the impact of feedback and marking in books by clearly linking improvements to different aspects of feedback and marking.

Green is used to highlight/underline something that has been done particularly well
Pink is for think. This is an area that needs to be corrected or improved.
Teachers use a purple pen for their comments.
Teaching Assistants use a blue pen.
Children improve their own work using a red pen/pencil of power.

A range of codes and symbols may be used to indicate where children need to go back and edit their tasks or to indicate where 'invisible' feedback has occurred.

|	
VF: Verbal feedback has been given to the child.	**I:** Independent work
CF: Co-operative feedback. Children have worked with a learning partner to improve or edit their work	**S:** Supported by adult
✓**LO**: Learning objective met	**?** meaning unclear
✓**LO**+: Learning objective exceeded	**^** words or letter omitted
WtLO: Working towards the Learning Objective	**/** new line

CL: capital letter mistake	// new paragraph
P: punctuation error	✔ Well done.
Sp: spelling mistake	✔✔ Brilliant!

In English, Success Criteria is expected in books for each lesson and should be marked as below:

FS & KS1:
- Highlight LO and success criteria green if they have achieved the objective.
- Dash LO and success criteria if they are working towards the objective.
- Leave blank if children have not met the objective/success criteria. e.g.
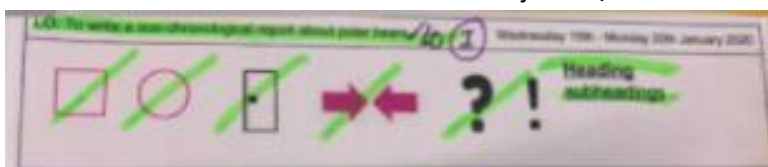
KS2: Pupils and teachers complete SC slip during/at the end of each lesson using the following codes:

✔	Pupil has shown that they have met this expectation throughout their learning.
-	Pupil demonstrates some evidence that they have met this expectation throughout their learning.
.	There is no evidence that this expectation has been met on this occasion.

Maths: Marking in Maths follows the same format for KS1 with LO dashed if not achieved.

In Early Years, Year 1 and Year 2 pictorial symbols may be more appropriate:
<mark>Anything highlighted in yellow is also a reference to RWI.</mark>

<div align="center">Writing</div>

Symbol	Represents
□	Capital letter
○	Full stop
➡⬅	Conjunction
A b c	Handwriting
<u>abc</u>	Writing on the line

	Finger spaces
	Time connective
	Wow word (adjectives, verbs, adverbs)
	Fred fingers
red	Red words
	Editing
like	Simile
	Openers

Reading

Symbol	Represents
 (followed by any particular sounds)	Fred in your head
	HaT (Have a Think) -Inference
	-FF (Fastest Finger) -Finding evidence

Two Stars and a Wish

To interpret the policy in an age appropriate manner, teachers in the Junior school use a system known as

Two *Stars and a Wish*. When marking work teachers will make up to two comments preceded by a star. This is used for extended pieces of writing, not every lesson. These will be positive and linked to how well the pupil has achieved, progressed towards the learning objective or the effort they have put into the learning. A final comment (when required) will outline a next step or future target in order to reach the original objective or a new one. This comment makes up the wish. Next steps may be something the child needs to do in their next task or may be something they need to do to their work to improve it before they begin the next task. In these cases, children must be given time to respond.

For children in FS2 - Year 2, these may be largely in marking codes rather than a detailed written comment.

Appendix 3 - Senior School Marking and feedback guidance

Kent College Dubai Senior School Marking Guidelines

Frequency

Across all key stages, teachers are expected to record some form of feedback every 4 lessons. Feedback can come in the form of book marking, verbal and recorded, project updates or online annotation.

Quality of Feedback

Regardless of the form of feedback chosen, all pupil feedback should highlight and reinforce good practice displayed, give steps on how to improve and provide pupils with an opportunity to respond to the feedback.

Source of Feedback

To ensure pupils continue to develop their independent learning and assessment skills, feedback should be provided from a range of teacher, peer and self assessment throughout the year.

Literacy Marking Policy

Where appropriate, subjects should use the whole school Literacy Marking Key when assessing work. This will promote consistency in developing literacy throughout the school.

Reporting Grades

All pupils should have their current and target grades from each Data Point glued into their books/folders along with the Literacy Marking Key. Where this does not apply, pupils should be able to access this information quickly and easily.