

Rationale

In the application of this policy, the College will strive to reflect the College aims to ensure the happiness of all individuals who are members of our community. Marking work, assessment and subsequent feedback are integral to the learning process. This policy is set out to inform staff of expectations and support them in the marking, assessment and feedback of students' work with a consistent approach across the College.

Generic Policy

At Jumeirah College, we believe that effective assessment is to inform planning for the next steps in learning for all students in order to support and progress attainment. Lesson outcomes should provide clarity in assessing progress.

At Jumeirah College, we use two complementary types of assessment:

1. assessment **for** learning
2. assessment **of** learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom and it is founded on the principles that that students will improve most if they understand the aim of their learning, where they are in relation the learning and how they can close the gaps they have in knowledge and skills. Self-evaluation through reflection and dialogue is a key component of assessment at JC.

Assessment of learning (summative assessment) involves judging students' performance against the UK National Curriculum in the subjects they take, and against the KHDA parameters for Moral and Social Education. Teachers make these judgments at the end of a unit of work, termly and at the end of each academic year.

Types of feedback: We believe strongly in a variety of feedback, with verbal being as important as written feedback. A JC student will understand how to progress. Their involvement in the review process raises standards and empowers students to take ownership of their targets in learning.

Marking, assessment and feedback enables us to monitor the performance of individuals and classes, make informed decisions when planning and develop strategies to support learning.

Types of feedback may include:

- Peer assessment
- Self assessment
- Live marking (when the teacher marks work during the lesson)
- Verbal feedback
- Written feedback

Feedback should:

- Be predominately encouraging and constructive
- Relate to learning outcomes
- Challenge pupils to think for themselves
- Create opportunities for pupil dialogue

- Give students time to read the comments on written feedback
- Next steps should be manageable and achievable
- Offer opportunities for the teacher to model how to achieve the next steps

Roles and responsibilities

This policy underpins individual department marking, feedback and assessment policies pertinent to their subject areas. All policies are available for download on the Jumeirah College website.

All departmental policies will outline:

- Marking frequency for coursework, controlled assessments and Key Stage 5 work
- Outline the criteria by which pupils will be assessed
- Outline the systems that will be used to ensure consistency in marking within the department
- Follow the rewards and sanctions policy of Jumeirah College

The Principal will have overall responsibility for the consistency of marking in the College.

The Assistant Principal (AP) responsible for Marking, Assessment and Feedback (MA&F) will:

- Support the Heads of Department and Heads of Year in the monitoring of marking, assessment and feedback at the College.
- Ensure Line Managers monitor the application of the departmental policies

Heads of Department will:

- Create and monitor a subject-specific marking, assessment and feedback policy in-line with this generic policy and ensure all staff are held accountable to its application
- Monitor the standard and consistency of marking, assessment and feedback within their subject area every half term or 6 weeks, whichever is sooner
- Ensure that schemes of work are designed to allow both summative and formative assessment to take place as an ongoing and embedded part of the curriculum
- Manage and measure the ongoing impact of marking and feedback on learning through the use of a diagnostic tracking system to identify underperformance and trends
- Manage the teaching staff in their departments to ensure internal assessment data is recorded as per departmental deadlines
- Comment specifically upon the quality and efficiency of marking, assessment and feedback when conducting individual performance management reviews with staff

Teachers will:

- Use a departmentally agreed policy to feedback to students whether the standard of work being marked is below, meeting or exceeding expectations
- Provide time and/or opportunity for students to action their feedback immediately after giving assessed work back
- Marking should be active and not passive, allowing students to action and improve on feedback
- Support whole College initiatives and exam board criteria to promote literacy by highlighting SPAG errors in a section of written work

- Use college Achievement Points to celebrate success
- Address unacceptable work through following the departmental policy for marking, assessment and feedback

Students will:

- Correct, improve or repeat their work as instructed by implementing feedback provided, within the guidelines and timescale outlined by their teacher
 - Action any of the basic marking key corrections on written work
- Demonstrate evidence of learning from successes and mistakes by acting on assessment feedback
- Reflect on their successes and act upon targets for further development (verbally or through written work)
- React to verbal feedback through demonstrating their understanding of what is required
- Seek further clarification for assessment comments should they require it

Parents will:

- Be able to identify current standards of work through a combination of marked work, verbal feedback, assessment and reporting and know what the next steps are for their child to make progress
- Support and encourage their child to complete their next steps, liaising with the College/teachers if required
- Provide an environment for students to complete their independent work or ensure their child uses the College library or Homework club
- Talk to their child about their work, the progress they are making and look through work checking standards of work such as presentation before it is handed in

Arrangements for monitoring and evaluation

The Assistant Principal (MA&F), the Principal and the Senior Leadership Team will have responsibility for monitoring and reviewing this policy every year. This will be done in line with GEMS policies, DSIB Inspection Framework and this policy.

Date for review: May 2021