

GLENDALE INTERNATIONAL SCHOOL, DUBAI

Assessment, Marking and Feedback Policy

EYFS (Phase 1), Primary (Phase 2) and Secondary (Phase 3)

Policy details	
Effective from	August 2026
Next review	August 2027
Review cycle	Annually
Applies to	EYFS (Phase 1), Primary Y1–6 (Phase 2), Secondary (Phase 3)
Policy authors	Suzanne Lorton (Head of EYFS); Antonette Naidoo (Head of Primary, Y1–6); Uzma Akram (Head of Secondary, Y7–9)
Approved by	Jasmit Kang (Principal)
Linked policies	Curriculum; Inclusion; Teaching and Learning; Safeguarding

Purpose of the policy

This policy sets out Glendale International School's approach to assessment, marking and feedback across EYFS (Phase 1), Primary (Phase 2: Y1–6) and Secondary (Phase 3: Y7–9). It ensures that assessment practice is consistent, fair and purposeful, enabling all students to make strong progress from their starting points while providing opportunities to achieve above expected progress and greater depth where appropriate.

The purpose of marking and feedback at Glendale is to improve learning outcomes, build confidence and promote independence as students move through the school. Feedback is developmentally appropriate, meaningful and timely, supporting students to recognise success, understand next steps and take increasing responsibility for improving their work.

The policy outlines how teachers use formative and summative assessment to identify what students know, understand and can do, address misconceptions, plan next steps and adapt teaching to meet the needs of all learners. It establishes clear expectations for marking and feedback so that students understand how to improve and how to act on guidance to strengthen their learning.

Assessment, marking and feedback practices at Glendale are designed to be high-impact and proportionate, with expectations that vary appropriately by phase and subject. Written marking is used where it adds value, particularly from Key Stage 1 onwards, alongside effective verbal feedback, live marking and in-lesson assessment. External benchmarking is used alongside internal evidence to support accurate judgements, strengthen consistency and inform curriculum refinement and targeted intervention.

This policy also supports clear communication with parents regarding progress and attainment, strengthening the partnership between home and school and ensuring shared understanding of each student's learning journey.

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Section 2: Primary Y1–6 (Phase 2)	Purpose; assessment for learning; summative assessment; marking and feedback; peer and self-assessment; recording and tracking; reporting; moderation
Section 3: Secondary Y7–9 (Phase 3)	Purpose and target setting; assessment for learning; summative assessment and Year 9 pathway; marking and feedback; peer and self-assessment; recording and tracking; reporting; moderation
Appendices	Marking codes; target setting sheets; EYFS learning journal; rubrics; grade composition; Secondary target and feedback stickers

Section 1: EYFS (Phase 1)

1.1 Purpose of assessment in EYFS

In the Early Years Foundation Stage (EYFS), assessment, marking and feedback are used to support children's learning, development and confidence, rather than to judge or compare outcomes. Feedback helps children to understand what they have done well and what they can try next, supporting progress in a positive and meaningful way.

This approach reflects the principles of the EYFS Framework, recognising that young children learn best through play, interaction, exploration and purposeful adult support. Assessment and feedback are embedded within everyday practice and are designed to nurture curiosity, resilience and a love of learning.

1.2 Observation and ongoing assessment

Ongoing assessment in EYFS is primarily observation-based and takes place continuously during everyday learning experiences. Practitioners observe children during play, exploration, adult-led tasks, phonics activities and Arabic language sessions, noting how they communicate, interact and demonstrate emerging skills.

Observations span the full EYFS curriculum, including communication and language, literacy (including phonics), mathematics, physical development, personal, social and emotional development, and understanding of the world. These observations are used to identify next steps, inform planning and adapt provision to meet children's interests and developmental needs.

1.3 Baseline and checkpoints

Baseline assessments and periodic checkpoints are used to establish children's starting points and monitor progress over time. In EYFS, this includes children's ability to understand and follow instructions in both English and Arabic, oral language development, vocabulary acquisition, early literacy and phonics skills, as well as social, emotional and cognitive development within a bilingual context.

Phonics checks are used to assess children's knowledge of letter sounds, blending and early reading skills, informing targeted support. Assessment data is recorded on Sonar, which is used to collect both formative and summative data. Evidence is gathered for each learning objective, typically on three occasions, to ensure learning has been securely achieved and to support accurate judgements.

1.4 Feedback in EYFS

Feedback in EYFS is immediate, verbal and developmentally appropriate, supporting learning as it happens across all areas of the curriculum. Practitioners provide real-time feedback during play, exploration and adult-led activities.

Feedback encourages children to reflect on what they have done, what they understand and how they were successful, capturing children's voice and supporting oracy. Questioning, modelling and discussion are used to guide children towards their next steps in learning.

Written feedback is minimal and purposeful, used mainly for adult reflection, assessment and planning, including brief annotations, learning journey comments and reference to agreed marking codes (see Appendix 1).

1.5 Evidence of learning

Evidence of learning in EYFS is captured in a range of meaningful ways that reflect learning in context. This includes observational notes, photographs, annotated work samples, early writing and mark-making, mathematical representations, models and constructions, and learning journey entries.

Learning Journal books provide a record of each child's developmental journey, celebrating achievement, exploration and growth. Evidence reflects both child-initiated and adult-led learning, includes the child's voice where possible, and clearly identifies next steps when appropriate (see Appendix 4).

1.6 Reporting to parents

Parents are informed about their child's learning and progress through verbal conversations, learning journals or digital platforms (e.g. Toddle), parent meetings and end-of-term reports. Feedback to parents focuses on children's strengths, progress and next steps, supporting a strong home–school partnership and shared understanding of each child's development.

1.7 Moderation and consistency

To ensure consistency and accuracy, EYFS staff engage in regular moderation. This includes shared discussions around observations, learning evidence and assessment judgements. The Head of Foundation Stage monitors marking and feedback practices, supports staff through coaching and moderation, and ensures consistency across classes.

Staff are expected to apply this policy consistently while remaining responsive to children's individual needs, including those with SEND. For children with additional needs, feedback is tailored to individual targets and observations inform Individual Education Plans (IEPs).

Section 2: Primary Y1–6 (Phase 2)

2.1 Purpose of assessment in Primary

Assessment at Glendale International School is used to support high-quality teaching and strong student outcomes across Primary (Y1–6). It enables teachers to identify what students know, understand and can do, and to ensure that all students make secure progress from their starting points. Assessment is also used to provide appropriate challenge and clear opportunities for students to make above expected progress and attain at greater depth where appropriate.

Assessment practices are aligned to the NCfE curriculum, adapted for the UAE context, and ensure that teaching and learning remain ambitious, inclusive and sequenced effectively over time. In Key Stage 2, assessment also supports students in developing the knowledge, independence and study habits required for a successful transition into Secondary.

Glendale uses assessment to track attainment and progress over time, to inform next steps in teaching, and to prepare students appropriately for internal and external benchmarking. This supports consistent standards across year groups and ensures that student outcomes remain comparable and competitive within the Dubai international school context.

2.2 Assessment for Learning (AfL)

Assessment for Learning (AfL) is embedded in everyday classroom practice across Primary. Teachers use AfL strategies to check understanding, identify misconceptions and adapt teaching in real time, ensuring that learning is responsive and that all students are supported and challenged appropriately. AfL strategies may include:

- targeted questioning and open-ended discussion
- mini whiteboards and quick response tasks
- low-stakes participation strategies, including non-verbal responses (traffic lights, show-me signals, etc.)
- live marking, peer marking and verbal feedback
- structured talk and partner discussion to deepen thinking
- purposeful plenaries to consolidate learning and identify next steps

Teachers use AfL to ensure misconceptions are addressed promptly and to provide clear guidance on how students can improve. AfL supports both progress within lessons and long-term progress over time.

Additionally, teachers record formative assessment information throughout the term by tracking progress against key learning objectives from the NCfE within Sonar Juniper. These ongoing records are updated regularly based on classwork, questioning and observed understanding, supporting accurate next steps, targeted support and secure progress over time.

2.3 Summative assessment

Summative assessment in Primary is used to evaluate attainment at key points in the academic year and to provide a clear picture of student progress over time. Summative assessments are designed to be fair, consistent and aligned to curriculum expectations, while also providing opportunities for students to demonstrate higher levels of understanding and achievement.

Across the Primary phase, summative assessment is designed to capture a balanced picture of students' knowledge, skills and understanding. Assessment tasks are planned to reflect both secure foundational knowledge and the ability to apply learning through reasoning, explanation and purposeful outcomes. The balance between knowledge, skills and understanding develops progressively across year groups and is agreed and standardised by subject leaders to ensure consistency and high expectations.

End of term assessment weeks

At the end of each term (November, March and June) and at the beginning of the new academic year (August/September – baseline), Glendale holds a formal Assessment Week. During this week, students complete written assessments in core subjects, including:

- **Reading:** comprehension, vocabulary, fluency, phonics in Key Stage 1, retrieval, inference, interpretation and reasoning
- **Writing:** composition across a range of text types and purposes as a "hot write", plus a written paper on spelling, grammar and punctuation
- **Maths:** number, measurement, geometry, statistics and early algebraic thinking, through fluency, reasoning and problem-solving
- **Science:** knowledge and understanding across Life, Earth and Physical Sciences, alongside working scientifically, including practical laboratory, enquiry and investigation skills
- **Arabic:** Arabic A / B – reading, writing, listening and speaking
- **Islamic Education:** A in Arabic, B in English
- **Social and Moral Studies (MSCS):** in English for Arabic B students and in Arabic for Arabic A students

The grades from these assessments contribute to end-of-term attainment judgements. Baseline assessments at the beginning of Term 1 contribute towards measuring student progress throughout the year. End of term grades are not determined by written papers alone. Teachers also use robust ongoing evidence, including classwork, practical outcomes and class participation, to ensure grades reflect a complete and accurate picture of student attainment, measured by key stage-wide rubrics (see Appendix 5).

Internal assessment is overseen by Subject Leaders, the Head of Primary and the Head of Inclusion. Rubrics are created by Subject Leaders for each subject and are consistent from Year 1 to 6 with key stage-appropriate adaptations in expectations. Question weighting and distribution of marks is applied consistently across the school as directed by Subject Leaders. All assessments are checked by the leadership team ahead of assessment week.

Reasonable adjustments, access arrangements and modified assessments are provided where appropriate for students with SEND and EAL, in line with Glendale's Inclusion Policy. This may include adjusted formats (for example, large print), additional processing time, seating adjustments, a reader or scribe, or other approved access arrangements.

Wider curriculum summative assessment

Subjects such as Geography and History include formal written assessment at key points, and these results are combined with evidence from classwork to form the end-of-term attainment grade for reporting. Specialist subjects use standardised rubrics to generate an attainment grade based on ongoing evidence, including classwork, projects, participation and quizzes, ensuring consistency and fairness across the wider curriculum.

Grade composition, weighting and transparency

Grade weighting is standardised across Primary and is designed to reflect a balanced view of student attainment. As students progress through the school, there is a planned shift towards increased independence and readiness for Secondary, while ensuring that grades continue to reflect a complete picture of learning rather than a single assessment outcome. Rubrics and grade weightings are shared with parents and students, and samples are included in the appendices of this policy.

Revision and communication

Two to three weeks prior to each end of term Assessment Week, revision guides are shared with parents to support preparation and confidence. Assessment dates are communicated from the start of the academic year and are subject to minor changes, which will be communicated in advance.

End-of-unit assessment

In Maths and Science, end-of-unit quizzes occur approximately every 3–4 weeks when a block of learning ends. These are commonly based on high-quality assessment materials such as White Rose for Maths and Science, with appropriate adaptations to include higher-order thinking, deeper reasoning and additional challenge.

External assessment

Alongside internal assessment, Glendale participates in external benchmarking to support accurate judgements, consistency and school improvement. External assessments include:

- NGRT (termly, Year 2 and up)
- GL Progress Tests in English, Maths and Science (Term 3, Year 2 and up)
- ABT / IBT for Arabic and Islamic Education (twice yearly: start and end of year, Year 2 and up)
- CAT4 (Cognitive Abilities Test, taken every two years, Year 3 and up)

External assessment data is used alongside internal evidence to provide a clear understanding of student attainment and progress, inform lesson planning and targeted intervention, and ensure Glendale remains aligned to international standards. Outcomes are

analysed by leaders and teachers to identify strengths, gaps and priority areas for development, informing curriculum refinement, intervention and professional development.

2.4 Marking and feedback approach

At Glendale, marking and feedback are designed to be high-impact and focused on improving learning outcomes. Teachers provide feedback that is timely, specific and purposeful, helping students understand what they have done well and what they need to do next to improve.

Detailed, written marking is used where it adds value, particularly in Year 2 and above (when students are able to read and engage in the feedback), and is balanced with effective verbal feedback and live marking during lessons. Feedback approaches vary appropriately by subject and year group, while maintaining consistency in expectations and clarity for students. Glendale uses a colour-coded marking approach to support student progress:

Pen colour	Purpose
Blue (teacher)	Acknowledges strengths, praises effort and shows correct work
Green (teacher)	Identifies next steps, corrections and improvements
Purple (student)	Responds to the teacher's green comments, demonstrating improvement, reinforcement, extension, reflection and ownership of learning

Next steps are individualised and focused on supporting progress, challenge and personalised improvement. Students are given opportunities to respond to feedback through editing, improvement time and self-assessment, supporting independence and accountability for learning. Glendale's marking code is displayed in classrooms and on the inside covers of copybooks, and is included in the appendices of this policy.

Technology may be used to support effective feedback where it enhances learning outcomes, including digital tools to streamline feedback, support analysis of student responses and strengthen clarity of next steps. Where appropriate, AI-supported tools may be used to assist with drafting feedback, identifying common misconceptions or generating improvement prompts. Professional judgement remains with the teacher at all times, and all feedback shared with students is reviewed and finalised by the teacher to ensure accuracy, fairness and age-appropriateness.

In Key Stage 2, students may also submit assignments from school and home via the Toddle platform on their devices, enabling timely feedback and supporting communication and continuity of learning.

2.5 Peer and self-assessment

Peer and self-assessment are used in Primary to develop student independence, reflection and responsibility for improvement. Students are taught to evaluate their learning in age-appropriate ways and to use feedback constructively to strengthen outcomes.

At the beginning of each term, from Year 2 onwards, students set personal learning goals in core subjects, which are visible in the front of their copybooks. Throughout the term, teachers support students in reviewing progress towards these goals and identifying next steps (see Appendix 3).

Homework is often self-assessed or peer-assessed, enabling students to take ownership of learning and develop confidence in checking accuracy and quality. Structured peer discussion and collaborative learning also give students feedback from one another, supporting a positive learning culture and strong communication skills.

2.6 Recording and tracking

Assessment information is recorded and tracked centrally by teachers and leaders to ensure accuracy, accountability and strong outcomes for all students. Teachers record attainment data every half term using Glendale's data collection platform, Sonar Juniper. Records of grade breakdown are also maintained on shared assessment trackers for each subject, so that attainment judgements are evidence-informed and progress can be monitored over time. Internal assessment data directly informs:

- planning and teaching
- targeted intervention groups
- identification of additional learning needs
- end-of-term reports shared with parents

2.7 Reporting to parents

Glendale values clear and timely communication with parents regarding student progress and attainment. Students receive termly reports, including:

- **an attainment grade (1–5) per subject:** 1 Emerging, 2 Developing, 3 Secure, 4 Mastery, 5 Greater Depth
- **an effort grade (A–D) per subject**

Parents are also invited to Parent Teacher Conferences once per term, in person or online, to discuss progress, targets and next steps. Where concerns about progress, attainment or learning behaviours are identified, parents are contacted promptly so that support can be put in place quickly and effectively.

2.8 Moderation and standardisation

Moderation and standardisation ensure that assessment judgements at Glendale are accurate, fair and consistent across year groups and subjects. Moderation processes in Primary include:

- year group standardisation meetings to review student work and agree consistent expectations for attainment and progress
- cross-class moderation of writing and extended tasks, using shared success criteria, rubrics and agreed exemplars

- subject leader oversight to support accurate assessment practices and alignment to curriculum expectations
- post-assessment moderation following assessment weeks, to review outcomes, identify inconsistencies and agree next steps
- shared evidence and exemplification, including annotated examples of expected and above expected standards

Moderation outcomes are used to strengthen teaching, refine assessment practice and ensure that all students are assessed fairly, supporting robust reporting, reliable tracking and high expectations across the Primary phase.

Section 3: Secondary Y7–9 (Phase 3)

3.1 Purpose of assessment in Secondary

Assessment, marking and feedback approaches at Glendale are consistent from Key Stage 1 to 3, with Secondary following the same principles and practice as Primary, with the secondary adaptations outlined below. Assessment is used to track attainment and progress over time, inform teaching and intervention, and ensure all students make strong progress from their starting points. Secondary assessment also supports readiness for Key Stage 4 through increasing academic rigour, independence and exam preparation, particularly in Year 9.

In English and across the wider curriculum, assessment evidence reflects students' development in reading, writing, speaking and listening, recognising that academic success requires both strong written outcomes and confident, precise communication. Speaking and listening are captured through structured class discussion, presentations, debate, collaborative tasks and teacher observation, alongside written outcomes and formal assessments.

Target setting

In Secondary, every student has their own CAT4 target grade for each subject. Target grades come directly from the IGCSE predictions in each student's CAT4 report, and are recorded on a personalised CAT4 target sticker inside each subject notebook (see Appendix 7).

The sticker links target setting to the Leader in Me 7 Habits: students begin with the end in mind by recording their subject target, and sharpen the saw by reviewing their stanine and target each term. Teachers use these targets to plan lessons that support and challenge all groups, identify students at risk of underachieving, and stretch those capable of exceeding expectations.

3.2 Assessment for Learning (AfL)

AfL is structured through the Glendale Teaching Spine. In every lesson:

- the learning objective is supported by two success criteria, one at the expected level and one at the exceeding level
- teachers use three checkpoints, including a mid-lesson hinge question, to check understanding and adapt teaching in the moment
- mini whiteboards, entry and exit tickets and targeted questioning make progress visible
- plenaries consolidate learning and inform the planning of the next lesson

Teachers also record formative assessment information throughout the term by tracking progress against key learning objectives within Sonar Juniper. These records are updated regularly based on lesson evidence and subject-specific assessment opportunities, supporting timely intervention, consistent tracking and strong progress over time.

3.3 Summative assessment

Summative assessment in secondary is adapted to:

Assessment weeks

In addition to core subjects, Secondary Assessment Weeks include formal written assessments in Modern Foreign Languages (French or Spanish), History, Geography and Business Studies. Assessment Weeks are planned in advance and communicated to families at the start of the academic year, with any minor adjustments shared in a timely manner. Written assessments are completed under appropriate test conditions and timings, and are scheduled carefully across the week to ensure they are manageable and balanced. Outcomes are used alongside classwork, practical work, participation and professional judgement, aligned to assessment rubrics, to form an accurate picture of each student's attainment and progress.

Assessment week	Timing and approach
Baseline	Wednesday to Friday of the first full week of school, after a short settling-in period. A combination of short written tasks and teacher observations and checklists establishes accurate starting points.
End of Term 1	Penultimate week of Term 1. Written assessments are spread evenly across the week to support wellbeing and high performance.
End of Term 2	Penultimate week of Term 2 (or two weeks before the end of term, where required), under appropriate test conditions.
End of year	Third-to-last week of Term 3, scheduled separately from external benchmarking assessments.

Subject-specific expectations

Science assessment reflects both scientific knowledge and key scientific skills, including enquiry and investigation, scientific thinking and practical laboratory skills. Students are assessed on their ability to apply understanding, analyse information, interpret results, draw conclusions and communicate reasoning using precise vocabulary, across Life, Earth and Physical Sciences alongside working scientifically.

Mathematics assessment reflects breadth across the Key Stage 3 curriculum, including Number, Algebra, Geometry, Measurement and Statistics, through a balance of fluency, reasoning and problem-solving.

English assessment includes retrieval, inference, interpretation, analysis and the ability to justify responses using evidence from the text, strengthening readiness for Key Stage 4 exam-style questions.

End-of-unit assessments

End-of-unit assessments in Maths and Science are developed from Pearson Key Stage 3 course materials, with adaptations to include higher-order thinking, deeper reasoning and additional challenge. In Science, Biology, Chemistry and Physics are assessed separately.

Pearson ActiveLearn exam-style questions are used throughout lessons to build assessment readiness.

Year 9 and Key Stage 4 readiness

In Year 9, GCSE/IGCSE-style assessment approaches are introduced explicitly to support target setting and familiarisation with the 1–9 grading system, ensuring students and parents understand Key Stage 4 expectations. From 2026–27, Glendale is piloting an IGCSE modular pathway in Mathematics and the three sciences, supported by IGCSE-style mock assessments that build exam readiness, identify gaps in knowledge and skills from Years 7 and 8, and inform targeted support.

External assessment

Alongside internal assessment, Glendale participates in external benchmarking to support accurate judgements, consistency and school improvement. External assessments include:

- NGRT (termly)
- GL Progress Tests in English and Maths (Y7–9) and Science (Y8–9)
- ABT / IBT for Arabic and Islamic Education (twice yearly: start and end of year)
- CAT4 (Cognitive Abilities Test, taken every two years)

External data is used alongside internal evidence to understand student attainment and progress, inform lesson planning and targeted intervention, and ensure Glendale remains aligned to international standards.

3.4 Marking and feedback approach

In Secondary, marking and feedback follow the same principles and colour-coded approach as Primary and vary appropriately by subject. Detailed written feedback is provided regularly where it adds value, particularly for extended written tasks, and is complemented by timely verbal and in-lesson feedback, including live marking. Students respond to feedback in purple pen through improvement tasks, redrafting or corrections.

When responding to work students complete in the lesson, teachers use the Glendale marking and feedback sticker, which is aligned to the lesson's two success criteria and each student's CAT4 target grade (see Appendix 7):

- **SC1 – Expected:** the success criterion that secures the expected standard (IGCSE target grade 4+)
- **SC2 – Above expected:** the success criterion that stretches students beyond the expected standard (IGCSE target grade 6+)
- **Teacher check:** the teacher records whether each success criterion is achieved, partially achieved or not yet achieved, and writes focused feedback in green pen
- **Student response:** the student acts on the feedback in purple pen, closing the gap towards their CAT4 target

The stickers provide a consistent method of measuring progress within lessons and over time, which is triangulated with assessment data and lesson observations to evaluate the impact of feedback on learning.

Homework expectations are high across secondary and support retention, independent practice and preparation for future learning. Homework completion is tracked, and tasks may contribute to summative judgements where appropriate. Students may submit assignments from school and home via Toddle. The use of technology and AI-supported tools follows the same principles as Primary, with all feedback reviewed and finalised by the teacher.

3.5 Peer and self-assessment

Peer and self-assessment include termly target setting sheets, with increasing expectations for independence, reflection and responsibility for improvement. Students use success criteria and exam-style mark schemes to assess their own and others' work.

3.6 Recording and tracking

Progress is measured from each student's CAT4 starting point against their internal assessment outcomes, recorded on the Sonar platform, and their external assessment outcomes in GL Progress Tests and NGRT. Progress is also measured termly by comparing each student's baseline assessment with their end of term assessment outcomes and their CAT4 indicators. Together, these show whether each student is making expected or better than expected progress from their starting point.

Teachers update Sonar and department assessment trackers after each assessment. Subject leaders complete termly analysis of attainment and progress against targets to identify learning gaps and intervention needs, and report findings to senior leaders. Department action plans guide subject leaders in driving improvements in assessment in their subject areas.

Team leaders carry out fortnightly book looks to check the quality and impact of marking and feedback. Findings are triangulated with assessment data and lesson observations to evaluate students' progress over time.

3.7 Reporting to parents

Students in Secondary receive a report each term, showing an attainment grade and an effort grade for each subject. Two of the three reports each year also include written teacher comments. Parents have regular opportunities for parent-teacher communication. In Year 9, communication also supports preparation for Key Stage 4 expectations, including the introduction of IGCSE-style grading and one-to-one guidance meetings on IGCSE subject choices and future pathways.

3.8 Moderation and standardisation

Moderation and standardisation ensure consistent application of standards across classes and subjects. In addition, after each round of external benchmarking, internal outcomes are compared with GL Progress Test and NGRT results at the expected and above expected levels. Any significant differences are investigated through moderation so that teacher judgements align closely with external standards.

Appendix 1: Marking code (EYFS)

	You can do it! You have done what you were learning to do.
	You are doing really well! You are going beyond what was expected.
	Let's check it together. Let's see if it makes sense.
	Something is missing. Add one more sound, word or number?
	Let's fix our punctuation. Add one more sound, word or number?
Sp.	Let's say it slowly. Listen to the sounds in the words.
	Finger space. We can help our writing look neat.
++	Tell me more! You are ready to add more thinking.
	Almost finished. Let's finish it together.

**i**

**gr**

**ws**

**1:1**

**s**

**p**

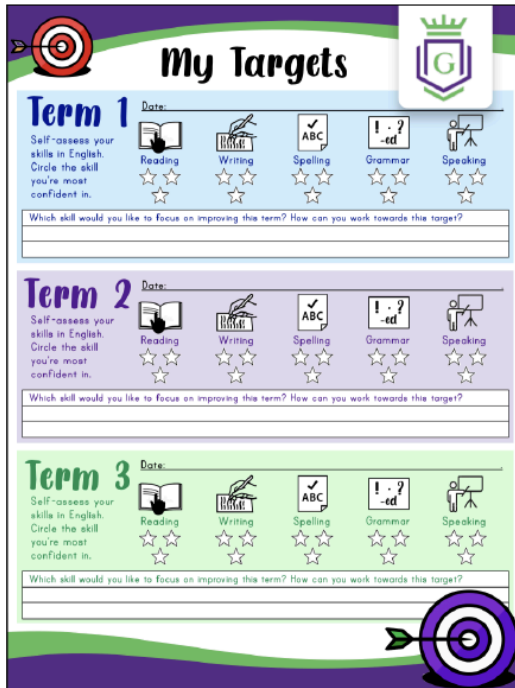
I did it by myself.	I worked with friends.	I worked with a teacher.	I worked with one adult.	I checked my own work.	A friend helped me check.
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Appendix 2: Marking code (Key Stage 1–3)

	Correct, well done! Student working <u>at</u> their expected level.				
	Excellent work! Student working <u>above</u> their expected level.				
	Check and edit. Word, grammar, sentence or calculation does not make sense.				
	Add missing letter, word or number.				
	Add or fix punctuation. (Capital letter, full stop, question mark, etc.)				
Sp.	Fix incorrect spelling.				
	Use the line / square correctly.				
++	Explain further, level up, add more detail!				
	Work incomplete. Please finish.				
 completed independently	 completed in groups or with a partner	 completed with teacher support	 completed with 1:1 adult support	 self-assessed	 peer-assessed

Appendix 3: Student target setting sheets (Year 2+)

English



My Targets

Term 1 Date: _____

Self-assess your skills in English. Circle the skill you're most confident in.

Reading	Writing	Spelling	Grammar	Speaking
★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★

Which skill would you like to focus on improving this term? How can you work towards this target?

Term 2 Date: _____

Self-assess your skills in English. Circle the skill you're most confident in.

Reading	Writing	Spelling	Grammar	Speaking
★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★

Which skill would you like to focus on improving this term? How can you work towards this target?

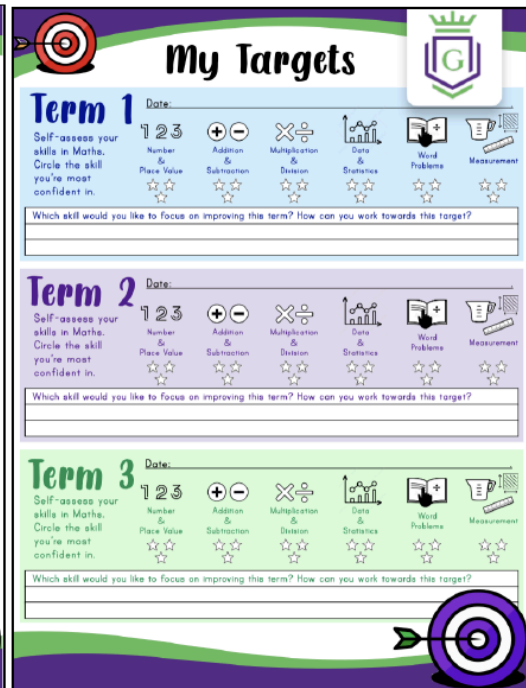
Term 3 Date: _____

Self-assess your skills in English. Circle the skill you're most confident in.

Reading	Writing	Spelling	Grammar	Speaking
★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★

Which skill would you like to focus on improving this term? How can you work towards this target?

Maths



My Targets

Term 1 Date: _____

Self-assess your skills in Maths. Circle the skill you're most confident in.

123 Number & Place Value	+ - Addition & Subtraction	× ÷ Multiplication & Division	Bar Chart Data & Statistics	Word Problems	Measurement
★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★

Which skill would you like to focus on improving this term? How can you work towards this target?

Term 2 Date: _____

Self-assess your skills in Maths. Circle the skill you're most confident in.

123 Number & Place Value	+ - Addition & Subtraction	× ÷ Multiplication & Division	Bar Chart Data & Statistics	Word Problems	Measurement
★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★

Which skill would you like to focus on improving this term? How can you work towards this target?

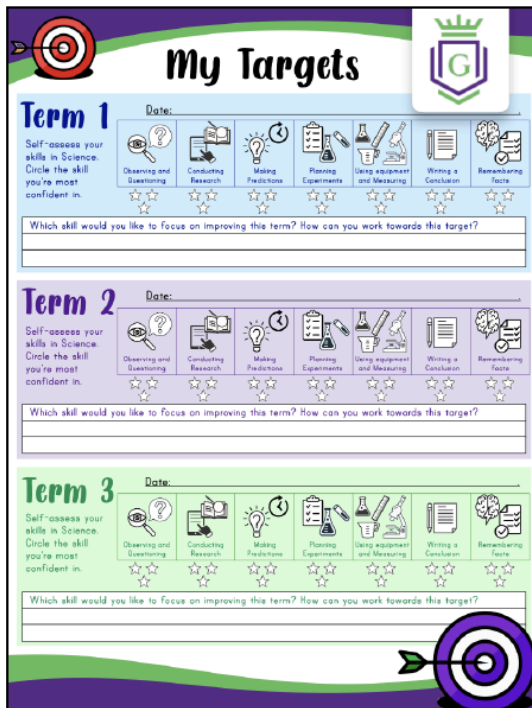
Term 3 Date: _____

Self-assess your skills in Maths. Circle the skill you're most confident in.

123 Number & Place Value	+ - Addition & Subtraction	× ÷ Multiplication & Division	Bar Chart Data & Statistics	Word Problems	Measurement
★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★

Which skill would you like to focus on improving this term? How can you work towards this target?

Science



My Targets

Term 1 Date: _____

Self-assess your skills in Science. Circle the skill you're most confident in.

Observing and Questioning	Conducting Research	Making Predictions	Planning Experiments	Using equipment and Measuring	Writing a Conclusion	Remembering Facts
★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★

Which skill would you like to focus on improving this term? How can you work towards this target?

Term 2 Date: _____

Self-assess your skills in Science. Circle the skill you're most confident in.

Observing and Questioning	Conducting Research	Making Predictions	Planning Experiments	Using equipment and Measuring	Writing a Conclusion	Remembering Facts
★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★

Which skill would you like to focus on improving this term? How can you work towards this target?

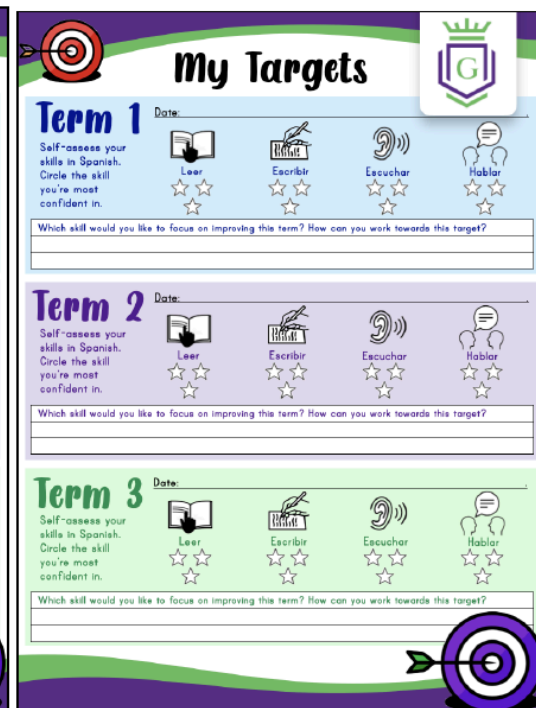
Term 3 Date: _____

Self-assess your skills in Science. Circle the skill you're most confident in.

Observing and Questioning	Conducting Research	Making Predictions	Planning Experiments	Using equipment and Measuring	Writing a Conclusion	Remembering Facts
★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★

Which skill would you like to focus on improving this term? How can you work towards this target?

Languages (Arabic, French, Spanish)



My Targets

Term 1 Date: _____

Self-assess your skills in Spanish. Circle the skill you're most confident in.

Leer	Escribir	Escuchar	Hablar
★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★

Which skill would you like to focus on improving this term? How can you work towards this target?

Term 2 Date: _____

Self-assess your skills in Spanish. Circle the skill you're most confident in.

Leer	Escribir	Escuchar	Hablar
★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★

Which skill would you like to focus on improving this term? How can you work towards this target?

Term 3 Date: _____

Self-assess your skills in Spanish. Circle the skill you're most confident in.

Leer	Escribir	Escuchar	Hablar
★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★

Which skill would you like to focus on improving this term? How can you work towards this target?

Appendix 5 (continued): Sample rubrics

Reading Fluency:

Reading Fluency Rubric		
	Score	Statement
Emerging	1	The student reads very slowly with frequent decoding errors ; meaning is often lost; minimal expression <i>(reads with year-level appropriate decoding/blending/fluency only 5-10% of the time)</i>
	2	The student reads with hesitation and limited accuracy; can decode familiar words but struggles with new vocabulary <i>(reads with year-level appropriate decoding/blending/fluency 10- 25% of the time)</i>
Developing	3	The student reads with some accuracy but pace is inconsistent ; meaning sometimes affected by decoding effort <i>(reads with year-level appropriate decoding/blending/fluency 25-40% of the time)</i>
	4	The student reads more confidently , developing phrasing and expression, though not always sustained or consistent <i>(reads with year-level appropriate decoding/blending/fluency 40-51% of the time)</i>
Secure	5	The student reads at an appropriate pace with mostly accurate decoding ; phrasing supports understanding <i>(reads with year-level appropriate decoding/blending/fluency 56-65% of the time)</i>
	6	The student reads fluently with good accuracy and developing expression that reflects the text's tone <i>(reads with year-level appropriate decoding/blending/fluency 66-75% of the time)</i>
Mastery	7	The student reads smoothly and confidently ; expression and pacing support clear understanding of the text <i>(meets and exceeds with year-level appropriate in decoding/blending/fluency 76-85% of the time)</i>
	8	The student reads with strong fluency , clear phrasing, and expression that enhances meaning for the listener <i>(meets and exceeds year-level expectations in decoding/blending/fluency 86-90% of the time)</i>
Greater Depth	9	The student reads with sophisticated fluency; expression and tone are well-judged and enhance interpretation <i>(meets and exceeds year-level expectations in decoding/blending/fluency up to 94% of the time)</i>
	10	The student reads with exceptional fluency and nuanced expression; demonstrates deep understanding of text subtleties <i>(meets and exceeds year-level expectations in decoding/blending/fluency over 95% of the time)</i>

Maths Classwork Key Stage 2&3 (Number Fluency):

Maths Classwork Rubric - Mental Maths / Number Fluency - Key Stage 2 and 3		
	Score	Statement
Emerging	1	In class, with support and guidance, the student begins to demonstrate early fluency and mental calculation skills by recalling basic facts and attempting simple steps on occasion (works at year-level expectations <10% of the time).
	2	In class, with guidance, the student applies basic fluency and mental strategies for simple calculations and counting with emerging accuracy (works at year-level expectations up to 25% of the time).
Developing	3	In class, the student uses known facts, patterns, and simple fluency and mental strategies across the four operations with some support, showing improving accuracy (works at year-level expectations 25-40% of the time).
	4	In class, the student applies taught fluency and mental methods to short calculation tasks or measurement questions with growing confidence (works at year-level expectations 41-55% of the time).
Secure	5	In class, the student demonstrates reliable fluency and mental calculation skills, selecting appropriate approaches and checking answers (works at year-level expectations 56-65% of the time).
	6	In class, the student shows increasingly efficient fluency and mental strategies, solving mixed-operation and short word-problem questions with accuracy and speed (works at year-level expectations 66-75% of the time).
Mastery	7	In class, the student confidently applies a range of fluency and mental methods to multi-step calculations, choosing efficient strategies and explaining reasoning when needed (works at year-level expectations 76-85% of the time).
	8	In class, the student applies flexible and accurate fluency and mental strategies to unfamiliar questions, including fractions, decimals, and measurement (works at year-level expectations 86-90% of the time).
Greater Depth	9	In class, the student uses advanced fluency and mental reasoning to solve complex or non-routine questions, showing speed, accuracy, and strategic thinking (works at year-level expectations and exceeds 91-94% of the time).
	10	In class, the student demonstrates deep fluency and mental mastery — calculating, estimating, and reasoning efficiently and flexibly across all contexts (works at year-level expectations and exceeds 95-98% of the time).

Appendix 6: Sample grade composition (end of term)

English End of Term Assessment		
Reading Comprehension: Fiction	5 x questions in response to a fiction text	/10
Reading Comprehension: Non-fiction	5 x questions in response to a non-fiction text	/10
Sentence Completion / Vocabulary	10 x sentences with topic/year level vocabulary to fill (NGRT format)	/10
Reading Fluency / Phonics Year 1	Page selected from core text to read aloud, follow rubric / Phonics	/10
Reading Classwork	Follow rubric to analyse reading work done in class	/10
Reading Total:		/ 50
Percentage:		%
Emerging 1 (0-25%) ☐ - Developing 2 (26-50%) ☐ - Secure 3 (51-75%) ☐ - Mastery 4 (76-90%) ☐ - Greater Depth 5 (90-100%) ☐		

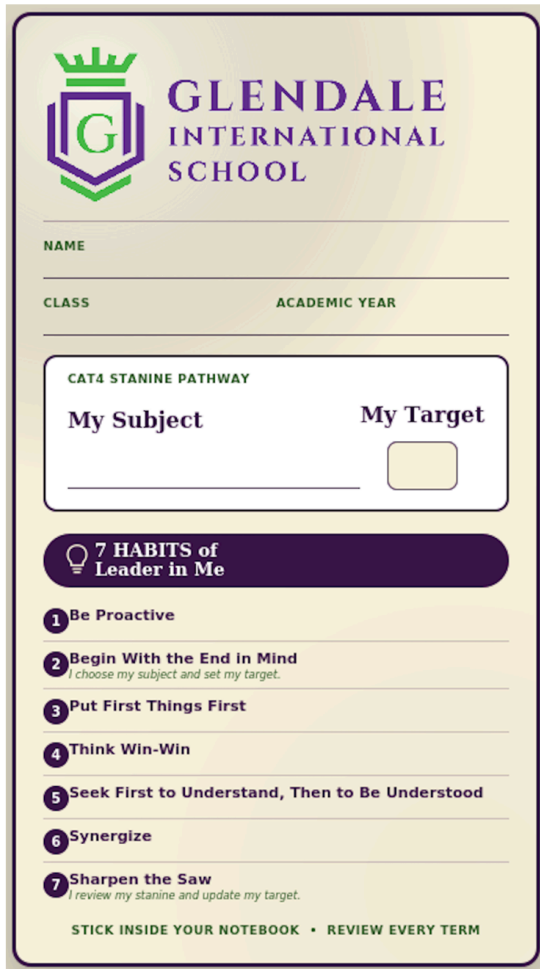
Spelling	6 x circle/write the correct spelling	/ 6
Grammar / Punctuation	6 or 12 grammar and/or punctuation questions	/12
Weekly Spelling Tests	Average score of weekly spelling tests from Term 1	/10
Hot Write	Marked against Writing Rubric /24 , score halved	/12
Writing Classwork	Follow rubric to analyse writing work done in class	/10
Writing Total:		/ 50
Percentage:		%
Emerging 1 (0-25%) ☐ - Developing 2 (26-50%) ☐ - Secure 3 (51-75%) ☐ - Mastery 4 (76-90%) ☐ - Greater Depth 5 (90-100%) ☐		

End of Term Report: English Total (Reading + Writing)	
/ 100	
Emerging 1 (0-25%) ☐ - Developing 2 (26-50%) ☐ - Secure 3 (51-75%) ☐ - Mastery 4 (76-90%) ☐ - Greater Depth 5 (90-100%) ☐	

Maths KS3 End of Term Assessment		
1. End of Term Assessment	_____ % multiplied by 0.4 to convert to a mark / 40	/ 40
2. Problem Solving / Reasoning Assessment	_____ % multiplied by 0.1 to convert to a mark /10	/10
End of Block Assessments (Term 1)	Average score from Term 1 _____ % multiplied by 0.25 for a mark / 25	/ 30
Classwork - Problem Solving and Reasoning	Follow rubric to score PS and R work done in class /10	/10
Classwork - Mental Maths / Number Fluency	Follow rubric to score MM and NF work done in class /10	/10
Maths Total:		%
Emerging 1 (0-25%) ☐ - Developing 2 (26-50%) ☐ - Secure 3 (51-75%) ☐ - Mastery 4 (76-90%) ☐ - Greater Depth 5 (90-100%) ☐		

Appendix 7: Secondary CAT4 Target Sticker and Marking & Feedback Sticker

CAT4 target sticker (inside each subject notebook)



GLENDALE INTERNATIONAL SCHOOL

NAME _____

CLASS _____ ACADEMIC YEAR _____

CAT4 STANINE PATHWAY

My Subject _____ **My Target**

7 HABITS of Leader in Me

- 1 Be Proactive
- 2 Begin With the End in Mind
I choose my subject and set my target.
- 3 Put First Things First
- 4 Think Win-Win
- 5 Seek First to Understand, Then to Be Understood
- 6 Synergize
- 7 Sharpen the Saw
I review my stanine and update my target.

STICK INSIDE YOUR NOTEBOOK • REVIEW EVERY TERM

Marking and feedback sticker (SC1 and SC2)

● SC1 – Expected (Target 4+)

★ SC2 – Above Expected (Target 6+)

Teacher check:

SC1: ☐ Achieved ☐ Partially ☐ Not Yet

SC2: ☐ Achieved ☐ Partially ☐ Not Yet

Feedback: _____

Student response: _____