



## Assessment, Marking & Feedback Policy - Glendale International School

### Assessment, Marking & Feedback Policy

<b>Effective From:</b>	January 2026
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<b>Policy Applicable To:</b>	EYFS (Phase 1), Primary (Phase 2), Secondary (Phase 3)
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### 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 Key Stage 3 (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 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 students's learning, development and confidence, rather than to judge or compare outcomes. Feedback helps students 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 students 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.

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#### **1.2 Observation and Ongoing Assessment**

Ongoing assessment in EYFS is primarily observation-based and takes place continuously during everyday learning experiences. Practitioners observe students 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 students's interests and developmental needs.

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#### **1.3 Baseline and Checkpoints**

Baseline assessments and periodic checkpoints are used to establish students's starting points and monitor progress over time. In EYFS, this includes students's ability to understand and follow instructions in both English and Arabic, oral language development, vocabulary



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acquisition, early literacy and phonics skills, as well as social, emotional and cognitive development within a bilingual context.

Phonics checks are used to assess students'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.

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### **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 students to reflect on what they have done, what they understand and how they were successful, capturing students's voice and supporting oracy. Questioning, modelling and discussion are used to guide students 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).

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### **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).

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### **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 students's strengths, progress and next steps, supporting a strong home-school partnership and shared understanding of each child's development.

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### **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 students's individual needs, including those with SEND. For students with additional needs, feedback is tailored to individual targets and observations inform Individual Education Plans (IEPs).

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## **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 Key Stage 3.

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.

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### **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.



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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.

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### 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** (*Including comprehension, vocabulary, fluency, phonics in Key Stage 1, retrieval, inference, interpretation, reasoning*)
- **Writing** (*Including composition across a range of text types and purposes as a "hot write", plus a written paper on spelling, grammar and punctuation*)
- **Maths** (*Including number, measurement, geometry, Statistics, 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, speaking*)
- **Islamic** (*A in Arabic, B in English*)
- **Social and Moral Studies MSCS** (*in English for Arabic B students, in Arabic for Arabic A*)



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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 for sample).

Internal assessment is overseen by Subject Leaders, Head of Primary and Head of Inclusion. Rubrics are created by Subject Leaders for each subject and are consistent from Year 1-6 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, where appropriate, 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 Key Stage 3, 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.



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### **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 (twice yearly: start and end of year, Year 2 and up)
- **CAT4** (Cognitive Ability 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. External assessments provide an important benchmark and strengthen evaluation and improvement across the school.

Outcomes are analysed by leaders and teachers to identify strengths, gaps and priority areas for development, informing curriculum refinement, intervention and professional development. This ensures that assessment evidence leads directly to purposeful next steps and improved outcomes for students.

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## **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:



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- **Blue pen** is used by teachers to acknowledge strengths, praise effort and show correct work
- **Green pen** is used to identify next steps, corrections and improvements
- **Purple pen** is used by students in response to teachers' 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 shared with students on display in classrooms and on inside covers of copybooks. It is included in the appendices of this policy.

Technology may be used to support effective feedback where it enhances learning outcomes. This may include the use of digital tools to streamline feedback, support analysis of student responses and strengthen clarity of next steps, while ensuring that professional judgement remains with the teacher at all times. Where appropriate, AI-supported tools may be used to assist with drafting feedback, identifying common misconceptions or generating improvement prompts; however, 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.

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### 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. (Target tracking sheet samples included in the appendices of this policy.)

Self-assessment is also embedded through Glendale's use of the *Progress Step Tracker*. Students are taught to reflect on their learning and to check off progress steps as they demonstrate secure understanding and skill development. This supports students in identifying their current stage, recognising what they have achieved, and understanding what is needed to improve further. Teachers then review and check progress steps to validate understanding, ensure accuracy and provide guidance on next steps. This shared approach strengthens consistency,



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builds student ownership and supports progress over time. (*Progress Step Tracker* template and sample in use included in appendices of this policy)

Homework is often self-assessed or peer assessed, enabling students to take ownership of learning and develop confidence in checking accuracy and quality. A range of strategies is used in class, as it is beneficial for students to receive feedback not only from teachers, but also through structured peer discussion and collaborative learning. This approach supports a positive and supportive learning culture where students learn from one another and develop strong communication skills.

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### **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 a shared assessment trackers for each subject. This ensures that attainment judgements are evidence-informed and that 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**

Assessment information is used to support continuous improvement, ensuring that teaching is responsive and that students are supported and challenged appropriately.

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### **2.7 Reporting to Parents**

Glendale values clear and timely communication with parents regarding student progress and attainment. Reporting is designed to provide an accurate picture of learning and to support partnership between home and school.

Students receive termly reports, including:



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- **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, offered in person or online, providing an opportunity 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.

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## 2.8 Moderation and Standardisation

Moderation and standardisation are essential to ensuring that assessment judgements at Glendale are accurate, fair and consistent across year groups and subjects. Teachers work collaboratively to align expectations, secure consistency in standards and ensure that attainment judgements are comparable across classes.

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 to support consistent judgements
- **Subject leader oversight** to support accurate assessment practices, consistency of outcomes and alignment to curriculum expectations
- **Post-assessment moderation**, following assessment weeks, to review outcomes, identify any inconsistencies and agree next steps for teaching and intervention
- **Use of shared evidence and exemplification**, including annotated examples of expected and above expected standards, to support consistency across the phase

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



## **Section 3: Secondary Key Stage 3 Y7-9 (Phase 3)**

### **3.1 Purpose of Assessment in Key Stage 3**

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

Assessment in Key Stage 3 is designed to provide a purposeful and accurate understanding of student attainment and progress across the full curriculum, while supporting readiness for Key Stage 4. 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.

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### **3.2 Assessment for Learning (AfL)**

Assessment for Learning (AfL) in Key Stage 3 follows the same approach as Primary. Teachers use frequent checks for understanding and low-stakes participation strategies to identify misconceptions, adapt teaching and support students to achieve highly.

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.

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### **3.3 Summative Assessment**

Summative assessment in Key Stage 3 follows the same model as Primary, with the following adaptations:



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### **Internal Assessment:**

#### **Assessment Weeks (Calendar and Approach)**

In addition to core subjects, Key Stage 3 Assessment Week includes formal written assessments in:

- **Modern Foreign Languages (French or Spanish)**
- **History**
- **Geography**
- **Business Studies**

To ensure assessment is consistent, purposeful and supports strong progress over time, Glendale International School follows a structured internal assessment calendar across the academic year. 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.

During Assessment Weeks, written assessments are completed under appropriate test conditions and timings, and assessments are scheduled carefully across the week to ensure they are manageable and balanced.

Outcomes from written assessments 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.

#### **Baseline Assessment Week (Start of Academic Year)**

Baseline assessments take place on Wednesday to Friday of the first full week of school, following a short settling-in period. Baseline assessment includes a combination of short written tasks and teacher observations/checklists, supporting accurate starting points for planning and tracking.

#### **End of Term 1 Assessment Week**

End of Term 1 assessments take place during the penultimate week of Term 1. Students complete written assessments across the week, spread evenly across the days to support wellbeing and high performance.

#### **End of Term 2 Assessment Week**

End of Term 2 assessments take place during the penultimate week of Term 2 (*or, where required, two weeks before the end of term*). Written assessments are spread evenly across the week and completed under appropriate test conditions.



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### **End of Year Assessment Week**

End of Year assessments take place during the third-to-last week of Term 3, scheduled separately from external benchmarking assessments. Written assessments are spread evenly across the week and completed under appropriate test conditions.

In Science, assessment reflects both scientific knowledge and the development of key scientific skills, including scientific enquiry and investigation, scientific thinking, and practical laboratory skills. Students are assessed on their ability to apply scientific understanding, analyse information, interpret results, draw conclusions and communicate scientific reasoning using precise subject vocabulary. Science assessment reflects the curriculum domains of Life Sciences, Earth Sciences and Physical Sciences, alongside the development of “working scientifically” skills. This supports secure subject foundations and strengthens readiness for Key Stage 4 pathways.

Mathematics assessment reflects breadth across the Key Stage 3 curriculum, including Number, Algebra, Geometry, Measurement, and Statistics. Students are assessed through a balance of fluency, reasoning and problem-solving, ensuring they can demonstrate accuracy, explain thinking and apply knowledge confidently in increasingly challenging contexts.

Reading assessment includes a full range of applied reading skills, including retrieval, inference, interpretation, analysis, and the ability to justify responses using evidence from the text. This supports depth of understanding and strengthens readiness for Key Stage 4 reading and 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 appropriate adaptations to include higher-order thinking, deeper reasoning and additional challenge. In science, Chemistry, Biology and Physics are separated for assessment.

### **Year 9 KS4 readiness**

In Year 9, GCSE/iGCSE-style assessment approaches are introduced more explicitly to support target setting and familiarisation with the 1 to 9 grading system. This ensures students and parents understand Key Stage 4 expectations and supports a confident transition into Year 10 pathways.



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### 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, Maths (Y7-9) and Science (Y8-9)
- **ABT / IBT** for Arabic and Islamic (twice yearly: start and end of year)
- **CAT4** (Cognitive Ability Test, taken every two years)

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. External assessments provide an important benchmark and strengthen evaluation and improvement across the school.

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

This ensures that assessment evidence leads directly to purposeful next steps and improved outcomes for students.

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### 3.4 Marking and Feedback Approach

In Key Stage 3, marking and feedback expectations follow the same principles 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. Students are expected to respond to feedback through improvement tasks, redrafting or corrections, supporting independence and strong progress over time.

Homework expectations are high across Key Stage 3 and are used to support retention, independent practice and preparation for future learning. Homework completion is tracked, and tasks may contribute to summative judgements where appropriate, alongside classwork, assessments and considered professional judgement.

Technology may be used to support effective feedback where it enhances learning outcomes. This may include the use of digital tools to streamline feedback, support analysis of student responses and strengthen clarity of next steps, while ensuring that professional judgement remains with the teacher at all times. Where appropriate, AI-supported tools may be used to assist with drafting feedback, identifying common misconceptions or generating improvement prompts; however, all feedback shared with students is reviewed and finalised by the teacher to ensure accuracy, fairness and subject-specific expectations.



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Students may also submit assignments from school and home via the Toddle platform, enabling timely feedback and supporting communication and continuity of learning.

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### **3.5 Peer and Self-assessment**

Peer and self-assessment in Key Stage 3 follows the same principles as Primary, with increasing expectations for student independence, reflection and responsibility for improvement.

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### **3.6 Recording and Tracking**

Recording and tracking in Key Stage 3 follows the same approach as Primary, ensuring consistency and robust monitoring of attainment and progress across subjects.

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### **3.7 Reporting to Parents**

Reporting to parents in Key Stage 3 follows the same structure as Primary, with termly reporting and regular opportunities for parent-teacher communication. In Year 9, communication also supports preparation for Key Stage 4 expectations, including the introduction of GCSE-style grading.

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### **3.8 Moderation and Standardisation**

Moderation and standardisation processes in Key Stage 3 follow the same principles as Primary, ensuring consistent application of standards across classes and subjects, and supporting accurate attainment judgements.

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## Appendices

### Appendix 1: Marking Code (EYFS)

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



**Appendix 2: Marking Code (Key Stage 1-3)**

	<b>Correct, well done!</b> Student working <u>at</u> their expected level.				
	<b>Excellent work!</b> 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.)				
	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

Maths

**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?

**My Targets**

**Term 1** Date: \_\_\_\_\_  
 Self-assess your skills in Maths. Circle the skill you're most confident in.  
 Number & Place Value Addition & Subtraction Multiplication & Division 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.  
 Number & Place Value Addition & Subtraction Multiplication & Division 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.  
 Number & Place Value Addition & Subtraction Multiplication & Division Data & Statistics Word Problems Measurement  
 Which skill would you like to focus on improving this term? How can you work towards this target?

Science

Languages (Arabic, French, Spanish)

**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?

**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?



# Assessment, Marking & Feedback Policy - Glendale International School

## Appendix 4: Glendale's Progress Step Tracker

Template

Learning objective					
Success criteria 1	Success criteria 2	Success criteria 3			
Progress step 1	Progress step 2	Progress step 3	Progress step 4	Progress step 5	Progress step 6

**+ challenge!**

Secondary Languages

Learning objective					
LO: Crear una descripción de tu familia utilizando correctamente los verbos 'tener', 'vivir', 'hablar' y 'ser'.					
Success criteria 1	Success criteria 2	Success criteria 3			
Progress step 1	Progress step 2	Progress step 3	Progress step 4	Progress step 5	Progress step 6

**+ challenge!**

Primary Maths

(Student attaining above expectations)

22-09-25 Monday

Learning objective					
Extend knowledge of powers and roots using index notation.					
Success criteria 1	Success criteria 2	Success criteria 3			
Progress step 1	Progress step 2	Progress step 3	Progress step 4	Progress step 5	Progress step 6

**+ challenge!**

Starters

$A - 7(6-2) = 28$

$b. (3 \times 2 + 4)^2 = 100$

$2(1-9) = -18$

Secondary English

(Student attaining at expectations)

Learning objective					
LO: Exploring Norway - To be able to Research Dahls background, and create our own Travel Brochures (2 Lessons)					
Success criteria 1	Success criteria 2	Success criteria 3			
Progress step 1	Progress step 2	Progress step 3	Progress step 4	Progress step 5	Progress step 6

**+ challenge!**

EAL Student

(Student working towards expectations)

6/11/2025

Learning objective					
LO: Create your own Newspaper Article in true Victorian Style (Reporting of a Crime)					
Success criteria 1	Success criteria 2	Success criteria 3			
Progress step 1	Progress step 2	Progress step 3	Progress step 4	Progress step 5	Progress step 6

**+ challenge!**

Who?

Факты Facts

Газета Newspaper

SEND Student

(Student working towards expectations)

29-9-25

c.w

Monday

LO: Explore how a book captures the reader's interest

Learning objective					
LO: To understand how to compare two descriptions of monsters					
Success criteria 1	Success criteria 2	Success criteria 3			
Progress step 1	Progress step 2	Progress step 3	Progress step 4	Progress step 5	Progress step 6

**+ challenge!**



**Appendix 5: EYFS Learning Journal Format**

<p>Student's work/Photo/Creation</p>
<p>Observation: What did the child choose to do/What was the task?</p>
<p>Child's voice</p>
<p>Possible next steps/Opportunities</p>





## Assessment, Marking & Feedback Policy - Glendale International School

### Reading Fluency:

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

<b>English End of Term Assessment</b>		
<b>Reading Comprehension: Fiction</b>	5 x questions in response to a fiction text	/ 10
<b>Reading Comprehension: Non-fiction</b>	5 x questions in response to a non-fiction text	/ 10
<b>Sentence Completion / Vocabulary</b>	10 x sentences with topic/year level vocabulary to fill (NGRT format)	/ 10
<b>Reading Fluency / Phonics Year 1</b>	Page selected from core text to read aloud, follow rubric / <i>Phonics</i>	/ 10
<b>Reading Classwork</b>	Follow rubric to analyse reading work done in class	/ 10
<b>Reading Total:</b>		<b>/ 50</b>
<b>Percentage:</b>		<b>%</b>
<b>Emerging 1 (0-25%)</b> <input type="checkbox"/> - <b>Developing 2 (26-50%)</b> <input type="checkbox"/> - <b>Secure 3 (51-75%)</b> <input type="checkbox"/> - <b>Mastery 4 (76-90%)</b> <input type="checkbox"/> - <b>Greater Depth 5 (90-100%)</b> <input type="checkbox"/>		
<b>Spelling</b>	6 x circle/write the correct spelling	/ 6
<b>Grammar / Punctuation</b>	6 or 12 grammar and/or punctuation questions	/ 12
<b>Weekly Spelling Tests</b>	Average score of weekly spelling tests from Term 1	/ 10
<b>Hot Write</b>	Marked against Writing Rubric /24 , score halved	/ 12
<b>Writing Classwork</b>	Follow rubric to analyse writing work done in class	/ 10
<b>Writing Total:</b>		<b>/ 50</b>
<b>Percentage:</b>		<b>%</b>
<b>Emerging 1 (0-25%)</b> <input type="checkbox"/> - <b>Developing 2 (26-50%)</b> <input type="checkbox"/> - <b>Secure 3 (51-75%)</b> <input type="checkbox"/> - <b>Mastery 4 (76-90%)</b> <input type="checkbox"/> - <b>Greater Depth 5 (90-100%)</b> <input type="checkbox"/>		
<b>End of Term Report: English Total (Reading + Writing)</b>		<b>/ 100</b>
<b>Emerging 1 (0-25%)</b> <input type="checkbox"/> - <b>Developing 2 (26-50%)</b> <input type="checkbox"/> - <b>Secure 3 (51-75%)</b> <input type="checkbox"/> - <b>Mastery 4 (76-90%)</b> <input type="checkbox"/> - <b>Greater Depth 5 (90-100%)</b> <input type="checkbox"/>		

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



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### **Science End of Term Assessment**

<b>End of Term Assessment</b>	_____ % multiplied by 0.3 to convert to a mark /30	/ 30
<b>End of Block Assessments (Term 1)</b>	Average score from Term 1 ____ % multiplied by 0.3 for a mark / 30	/ 30
<b>Working Scientifically / Practical Work</b>	Follow rubric to score WS and PW in lessons out of 20	/ 10
<b>Classwork in books</b>	Follow rubric to score classwork in books / 10	/ 10
<b>Class Participation &amp; Collaboration</b>	Follow rubric to score P and C in class / 10	/ 10
<b>Science Total:</b>		<b>%</b>
<b>Emerging 1 (0-25%)</b> <input type="checkbox"/> - <b>Developing 2 (26-50%)</b> <input type="checkbox"/> - <b>Secure 3 (51-75%)</b> <input type="checkbox"/> - <b>Mastery 4 (76-90%)</b> <input type="checkbox"/> - <b>Greater Depth 5 (90-100%)</b> <input type="checkbox"/>		