

DOHA ACADEMY

Secondary School



ASSESSMENT, MARKING & FEEDBACK POLICY

September 2021

CONTENTS

Mission Statement & Vision	3
Student Learner Outcomes	3
Overview of policy	3
Key Principles	3
Regular Assessment	4
Performance Indicators	4
Part A: Assessment of Learning	4
Students' Target Levels & Target Grades	5
Traffic Light System	6
Part B: Assessment for Learning	7
Part C: Marking Policy	7-11
Aim	7
Policy	7-8
Monitoring	9-10
Maintenance Marking	10
Quality Marking	10-11
Presentation, Spelling & Grammar	11
Students Acting Upon Feedback	11
Tracking Progress	12
Pupil Achievement Progress	12-13
Assessment & Reporting	13

Mission Statement

Doha Academy offers education for life. We believe that school should be happy, purposeful communities that enable children to achieve their best spiritually, morally, socially, intellectually and physically.

Vision

The school's vision is to be a global leader in providing an accessible, outstanding, and all-inclusive education that reflects teaching of Islam.

Student Learning Outcomes

Doha Academy aims to provide its learners with an 'education for life' which focuses on developing the 'whole child' in conjunction with academic knowledge. It is within this context that the policy sets out how the school will assess the holistic development of our learners with reference to key values and personal qualities.

- Are students demonstrating independent thinking and developing life-long study skills?
- Are students respectful and caring with responsible attitudes?
- Are students spiritually well grounded?
- Are students positive and reflective in their outlook to learning?
- Are students motivated and enquiring?
- Are students demonstrating they are team players who can work collaboratively?

1. Overview of Policy

- 1.1. This Policy has been designed to ensure that all students have their work assessed in such a way that it is likely to improve their learning, develop their self-esteem and provide opportunities for self-assessment.
- 1.2. As a result of this Policy there will be greater consistency in the way students' work is assessed.
- 1.3. This Policy is divided into three parts:

Part A: Assessment of Learning

Part B: Assessment for Learning

Part C: Marking Policy

2. Key Principles

- 2.1. To focus on feedback on achievement against the learning objectives/success criteria of the task and not on comparisons with other students.
- 2.2. To give specific feedback focusing on success and improvement, rather than correction.
- 2.3. To focus 'improvement suggestions' on closing the gap between current and desired performance.
- 2.4. To train students to effectively self/peer assess their work.
- 2.5. To provide students with an accurate appraisal of their standard in relation to the British Curriculum for iGCSE and IAL. DA will be using a new model called the DA 9-1 Flight Path which will track student's progress through all subjects and year groups.

3. Regular Assessment contributes to the Quality of Teaching and Learning by:

- 3.1. Providing effective feedback to students and parents.
- 3.2. Actively involving students in their own learning.
- 3.3. Evaluating our teaching and informing future planning.
- 3.4. Motivating students by rewarding positive achievement.
- 3.5. Diagnosing under-achievement.

4. Performance Indicators

The success of this Assessment policy will be indicated by:

- 4.1. An improvement in student attainment.
- 4.2. Teacher, student and parent testimony concerning the usefulness of the marking.
- 4.3. Consistency in teachers' marking across all key stages.
- 4.4. Students have a clear understanding of their current level of achievement and specific subject based strategies on how to improve.
- 4.5. Parents to have a firm understanding of the School's marking procedures.

PART A: ASSESSMENT OF LEARNING

5. Assessment Of Learning

5.1. Assessment of Learning or Summative Assessment refers to formal tests and examinations. There are two types: Internal and External. These assessments

– Usually at the end of a unit, year or Key Stage are used to judge how well a student is performing. Subject teachers will report these results in terms of grade levels at Key Stage 3 to Key Stage 4.

5.2. Subject Teachers will monitor student performance and track their progress. This helps to identify trends, set realistic targets and meet the needs of students. It represents a key element in the process of identifying underachievement and planning the successful intervention strategies to meet school targets.

5.3. Internal Assessments in Subjects

5.3.1. Subject courses are divided into units and modules. Learning outcomes for the unit, the nature of the final assessment task and the assessment criteria are clearly communicated to the students. Assessment arrangements will vary according to the nature of the learning being assessed.

5.3.2. Subject teachers should identify these key pieces of work in advance, making explicit to students that the piece will be used to assess students' current performance level which will be used to monitor and track their progress.

- 5.3.3. These attainment indicators will form the basis of the data collected by the subject teacher in each term.
 - 5.3.4. The completed tasks must be marked and standardised using the British Curriculum key performance indicators or examination syllabus criteria. These marks will then be converted into percentages and a further standardisation will be performed to convert them into 9-1 Level grades. The level grades will then be RAGGED against the students target grades as pertained from their MIDYIS and YELLIS.
 - 5.3.5. Students' performance in these tasks should be recorded formally by the subject teacher and entered onto an Excel spreadsheet known as the DA 9-1 Flight Path and held on school computers, accessible whenever necessary by the Head of Section and for staff.
 - 5.3.6. Subject teachers may like to retain copies (or originals) of these key assessment tasks for their students, where they may be referred to when discussing strategies for improvement as well as when considering students as MAT. They may also be used in discussions with parents where appropriate.
 - 5.3.7. Through quality marking (see below), students should have an accurate view of their current level of performance. They will also have the target grade level that they must aim to achieve by the end of the academic year (awarded at the beginning of Term 1). The target must be evident in their subject books/folders.
 - 5.3.8. Subject Policies and Handbooks outline guidance on assessment including:
 - 5.3.9. Subject teachers from both sections will mark, discuss and review samples of student work from each class to ensure consistency. Teachers will need to consider how to recognise work at and within different key performance indicators, iGCSE grade levels and IAL grades, as well as how to make overall assessments from different skills or topic areas.
 - 5.3.10. The desired outcome of moderation is an improvement in students learning brought about by greater clarity amongst teachers, children and parents concerning individual achievement and progress.
- 5.4. External Examinations
- 5.4.1. These are the formal IGCSE & IAS / IA Level examinations taking place in the auditorium and supervised by invigilators.
 - 5.4.2. The results are analysed and appropriate feedback given to teachers regarding trends and anomalies.

6. Students' target levels and target grades

- 6.1.1. To get to know students in a structured and comprehensive way.
- 6.1.2. To monitor the progress of each student, setting targets and reviews.
- 6.1.3. To be aware of any individual difficulties and obstacles.
- 6.1.4. To identify students with learning support needs and More Able and Talented.

- 6.1.5. Current and Target Levels for academic subjects will have already been set at the end of the previous year by subject teachers whilst working on the End of Year Reports. Subject teachers should base their targets on the students' progress during the previous year as well as the end of year exam results, whilst taking into account individual diagnoses of students' strengths and weaknesses

7. Traffic Light System

Students' progress should be evaluated against their target level or grade using the following system:

Green	if the progress achieves or exceeds the target level or grade
Amber	if students are on track to reach the target level or grade
Red	if students are not making the progress needed to reach their target level or grade

This can be found on the DA 9-1 Flight Path for each year group.

Curriculum Heads and Year Leaders will use this information with their teams to identify students who need intervention.

PART B: ASSESSMENT FOR LEARNING

Assessment for learning is formative and takes place all the time in the classroom and through the marking process.

8. Characteristics of good Assessment for Learning

- 8.1. Sharing learning objectives and outcomes with students at the beginning of every lesson.
- 8.2. Helping students to know and recognise the standard they are aiming for by sharing assessment or success criteria with them and modelling good work.
- 8.3. Giving oral and written feedback which tells students how well they are doing and how to improve.
- 8.4. Involving students in self and peer assessment activities.
- 8.5. Promoting confidence that every student can improve.
- 8.6. Reflecting with students on what they have learnt.

PART C: MARKING POLICY

9. Why Mark?

- 9.1. To provide students with feedback regarding the quality of their work.
- 9.2. To provide the School and staff with information regarding the progress of students.
- 9.3. To motivate students.
- 9.4. To help students learn.
- 9.5. To enable the School to fulfil legal requirements to provide parents/guardians and other agencies with information.

10. Aim

To standardise best practice within the school in a way that is practical, efficient, and overall to meet the objectives above.

11. Policy

- 11.1. All work and skills should be regularly assessed, where possible using criteria shared with students.

- 11.2. A broad range of skills should be assessed, including core skills. We should avoid excessive focus on just one or two types of work, e.g. written work done at home.
- 11.3. Marking and feedback to students is a high priority activity and should be done as soon as is practically possible.
- 11.4. Formal grading of work, while agreed to be potentially motivating for students, must be done according to overt criteria (see tables below outlining grade descriptors for attainment and effort).
- 11.5. An attempt must be made to provide constructive criticism of work either through annotation or verbally.
- 11.6. We should be aware of the role of good communication skills in high quality presentation and should address the issues of spelling, punctuation and grammar in our marking.
- 11.7. Quality of work/levels of attainment should be regularly recorded to make our assessment and reporting of students' abilities as objective as possible.
- 11.8. We should be able to provide an accurate assessment of a student's achievements and grade levels upon request.
- 11.9. Effort and improvement should be recognised and rewarded in our marking students' work.
- 11.10. The skills and achievements (and limitations) of individuals should be recognised and taken account of when marking.
- 11.11. Staff should be aware of the effect of obtrusive negative marking (lots of red ink/crossing out large sections of work, etc.) on student confidence. Positive comments should indicate what is good/why it is good.
- 11.12. Staff should expect high standards of presentation from students.
- 11.13. Staff should expect work to be produced on time and complete and should take steps to remedy the situation if that is not the case.
- 11.14. At KS3 in particular, the rewards system should be used where staff feel it is appropriate (school commendation certificate). At both key stages high quality work should be displayed in classrooms.

12. Monitoring

- 12.1. The Head of Section or Secondary and the SLT will regularly review marking practice within the school to see that it conforms to DA standards. At times this may involve a non-hierarchical approach whereby we look at each other's marking.
- 12.2. Examples of good marking practice should be kept on file and available to staff. Marking practice and policy should be kept under regular review to build upon and disseminate good practice.
- 12.3. To give the students feedback which is both consistent within the Academy and relates the student's level of attainment to the British Curriculum work should be marked as follows:
- 12.4. Attainment Grade Descriptions

These may be used as a guide for assessed work if specific subject criteria are not available. The Marking Criteria are as follows:

Grade	Description of Assessment Work
Grade A	Consistently good marks/ grades in designated assignments Clear understanding of work covered Good development of skills and study habits
Grade B	Satisfactory performance in designated assignments Good understanding of work covered Definite improvement in skills and study habits
Grade C	Adequate performance in designated assignments Some understanding of work covered Some improvement in skills and study habits
Grade D	Below average performance in designated assignments Limited understanding of work covered Little improvement in skills and study habits
Grade E	Poor performance in designated assignments Limited understanding of work covered No improvement in skills and study habits

12.2. Effort Descriptions

This value may be given (not compulsory) and should as far as possible reflect the effort put into a piece of work regardless of the attainment. The Marking Criteria is as follows:

Value	Description of work based on effort
A	A very good/excellent piece of work for the particular student, only to be given if the work does represent the best that the student can do with given constraints
B	A piece of work that is good for the student concerned
C	A piece of work that is satisfactory for the student concerned
D	A piece of work that is unsatisfactory for the student concerned

12.5. The British Curriculum contains descriptors of grade levels for the attainment targets; these should be applied when marking work.

*Teachers may not use effort grades if they feel that this negatively affects students' responses to feedback given.

13. Maintenance Marking

Subject teachers are expected to collect students' work (e.g. homework and general class work) in line with their Subject Policy and use their professional judgement to decide whether the work produced indicates that the student is making the required progress towards their target grade level. If there is a concern, this should be flagged with parents and the PO/DHT. Students doing good work should be rewarded with commendations.

14. Quality Marking

14.1. In addition to the level or grade awarded and the commendations awarded, teachers should give effective written feedback to students using the following headings.

- **WWW: What Went Well**
- **EBI: Even Better If**

14.2. When listing the strengths and weaknesses of the piece of work, subject teachers should use specific comments.

14.3. Quality marking should enable all students to understand their own achievements and know what they need to do next to make progress.

14.4. Quality marking sets the students' particular performance in the context of the work's purpose and in the context of the students' previous efforts.

14.5. Quality marking provides positive feedback and promotes high expectations of progress linked to the main learning objectives.

- 14.6. Therefore, students need to be clear about the learning objectives and assessment criteria for the piece of work and possess a concept of the standard being aimed for e.g. marking scheme and modelling.

15. Presentation, Spelling and Grammar

- 15.1. Although it is recognised that not all these factors may be a criterion for all subjects, nevertheless all subject teachers are expected to maintain a high level of presentation, spelling and grammar from their students.
- 15.2. All subject teachers must insist on high standards of presentation of work at all times. In addition, obvious spelling and grammar mistakes should be corrected whether in homework or class work. If several spelling mistakes have been made staff should identify 5-6 key subject specific words for correction.
- 15.3 Literacy Marking Codes

Work should be marked in line with the Whole School Making Policy to ensure consistency across the all departments. The following marking codes should be applied:

Caps	a capital letter is missing
SS	Look for a problem with sentence structure
P	Look for punctuation problems
G	Which tense was needed, past, present or future
V	An opportunity for more ambitious vocabulary was missed
sp	Check the spelling again
//	Where should the new paragraph have started

16. Students Acting upon Feedback

- 16.1. Students are required to act upon the EBI feedback provided using a green pen. This may be in the form of correcting an answer or re-writing a piece of work. Students may also be given the opportunity to act upon feedback verbally; this may not be evidenced in their note books.
- 16.2. This can be incorporated as a lesson activity or be given as homework.

17. Tracking Progress

- 17.1 The tracking of pupil progress will be enabled by an electronic target tracking program. The system is simple so to be understood at a glance by internal and external users of the data. It provides key performance indicators about the attainment and progress of our children, which we will use to inform self-evaluation and form a good starting point for demonstrating progress to Ministry of Education and HE.
- 17.2 This program tracks progress of all student individually, collectively and in groups. A filtering system enables all groups of children to be tracked, e.g. gender, nationality, MA, Learning Support, etc.
- 17.3 The system will be used by teachers in a formative way and be referred to frequently throughout the year. This assessment tool will be for reflecting on the 'big picture' of where a child is on their learning journey. For example; if analysis shows that certain groups or individuals are underachieving, early interventions will be put in place to meet the needs of the group more successfully. This 'Big Picture' criteria will be used for teachers to consider a student's next steps and giving feedback.
- 17.4 Data is stored on a whole school network and can be accessed from anywhere within the building and facilitates the sharing of data with parents, departments and with the Ministry of Education and HE. At the same time, teachers can easily and regularly access the data for their classes, during report cycles, and have ownership of it. It also enables easy transfer of data between schools or sections at the end of Key Stage 2.

18. Pupil Achievement Progress Tracking System

- 18.1 DA's Assessment system will be implemented for Y7 to Y13 for all subjects.
- 18.2 This target setting and tracking of the data will be an integral part of the system.
- 18.3 The system will be available for teachers. The Deputy Head teacher for Assessment and subject leaders will have complete control of the whole management of the system and will be held accountable for its management.
- 18.4 Teachers will input the data.
- 18.5 The system will have all target and live data for every student in each subject.
- 18.6 The information will be shared with teachers, SLT, Heads of Year, Head of Learning Support, Learning Mentor, parents and MoE & HE.
- 18.7 Teachers will follow the key principles of this policy when awarding grades.

- 18.8 Teachers will follow the Assessment Schedule when entering data.
- 18.9 DA believes that teacher assessment, based on a wide range of good quality learning experiences, is a better way to track progress than administering lots of tests throughout a student's school career.

19. Assessment and Reporting

- 19.1 Assessment is a vital part of students learning and development. Teachers are encouraged to use a variety of assessments throughout their lessons and adhere to the assessment schedule for their subject. Not only does this promote a variety of teaching strategies it also gives a concrete picture of the student's development, and allows teachers to monitor each students target grades. The School's assessment policy contains details of the assessment strategy.
- 19.2 Students are assessed at the beginning of the year through baseline testing by the Centre of Evaluation and Monitoring CEM (MIDYAS, YELLIS, KS3 & 4 and ALIS KS5) to generate targets for each students. These target grades are then monitored through regular assessment during each term. Parents and students are given a copy of the assessment schedule for each subject at the beginning of each term. Subject teachers will write end of term reports in term 1, 2 and 3 for each student in their class. These reports will be discussed with students and parents.

The report contains information about:

- End of term exam /100
- Teacher Feedback for Behaviour
- Teacher Feedback for Effort
- Teacher Feedback for Homework
- Form Tutor overall comment on progress.

Sample Grade Boundaries for Internal Exams can be found on the table below, these are on each DA 9-1 Flight Path.

% Mark	Yr 7 Level Grade	Yr 8 Level Grade	Yr 9 Level Grade	Yr 10 Level Grade	Yr 11 Level Grade	Old Grade
0	u	u	u	u	u	U
20	0	0.25	0.5	0.75	1	F/G
35	0.5	1	1.5	2	2	E
45	1	2	2.5	3	3	D
55	1	2	3	3.5	4	C
65	2	3	4	5	5	B
75	2	3.5	4.5	5.5	6	B
80	2.5	4	5	6	7	A
85	2.5	4.5	5.5	6.5	8	A*
95	3	4.5	5.5	6.5	9	A**

For greater accuracy on Mocks actual grade boundaries for each subject are used in the Year 11 DA 9-1 Flight Path.

Year 11 and Year 12

These students will sit external exams during Jan and June of the academic year.

Appendix 1 –Covid 19 Pandemic

Since March 2019 there has been a worldwide pandemic.

Impact of pandemic on marking and assessment

1. Assessment

Since the pandemic the Term 3 exams originally were done online.

On evaluation we expressed concern about their authenticity and MoE has re-evaluated that all students now will take all Formal exams in school.

A sample assessment schedule is below and dates will be adjusted each year

2021-22 ASSESSMENT SCHEDULE (Provisional)

YEARS 7, 8, 9

TERM	WEEK NUMBER	DATE	FORMAT	ASSESSMENT LENGTH	WEIGHTING
1	12 & 13	29 Nov – 8 Dec	Formal exam <i>(In school – all students)</i>	75 mins	50%
3	33 & 34	15 May – 3 Jun	Formal exam <i>(In school – all students)</i>	75 mins	50%

YEAR 10

TERM	WEEK NUMBER	DATE	FORMAT	ASSESSMENT LENGTH	WEIGHTING
1	12 & 13	29 Nov – 8 Dec	Formal exam <i>(In school – all students)</i>	90 mins	50%
3	33 & 34	15 May – 3 Jun	Formal exam <i>(In school – all students)</i>	90 mins	50%

YEARS 11/12

TERM	WEEK NUMBER	DATE	FORMAT	ASSESSMENT LENGTH	WEIGHTING
1	12 & 13	29 Nov – 8 Dec	Formal exam <i>(In school – all students)</i> Evidence for External Exam Boards	120 mins	25%
2	18	31 Jan – 4 Feb	Mock Exam 1 <i>(In school – 2 periods - all students)</i> Evidence for External Exam Boards	120 mins	30%
2	24	14-18 Mar	Mock Exam 2 <i>(In school – all students)</i> Evidence for External Exam Boards	120-150 mins	45%

**Above dates are a weekly calendar guide – specific dates for each exam have still to be confirmed and will be communicated at the appropriate time.*

External IGCSE and IAL exams for 2021-2022 will be sat in three sittings Oct/Nov 2021, Jan 2022 and June 2022

2. Marking

During the pandemic formal marking of books has been suspended.

However to ensure that students are receiving feedback the following marking and assessment systems are being used:-

1. Thumbs up/down or hands up in class and online.
2. Question and Answers during both Blended and Online Learning.
3. Work on mini whiteboards and shown to class.
4. Students marking own answers as teacher explains the answers.
5. Uploaded work is being marked and sent back electronically.
6. Feedback sent on MS Teams through the chat module.
7. MyMaths online assessments used which give feedback and corrections as work is completed.
8. Art work displayed by students.
9. Answers will also be put on PowerPoints used for both Blended and Online Learning
10. Formal exams will be marked extra precaution using sanitizer/gloves will be taken by teachers when marking papers