Policy

Al-Jamiatul Islamiyah
الجامعة الاسلامية
Institute of Higher Islamic Education

Assessment and Marking Policy

Nurturing today's young people,

Inspiring tomorrow's exemplary citizens

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SECTION 1 – POLICY STATEMENT

Assessment as an integral part of teaching and learning; effective assessment strikes at the very heart of raising achievement and is a key factor in challenging underachievement.

If pupils know what level they are at, and what they need to do to improve, they are more likely to achieve better results. Likewise, if teachers and parents know how their pupil/child is doing, they are more able to give targeted support in order for the child to progress.

The aim of this policy is to establish a broad and consistent approach to the way that pupils' work is assessed.

SECTION 2 – SUCCESS INDICATORS

A structured and systematic assessment process will include regular, useful, manageable and accurate assessments of pupils and will allow senior managers to efficiently track pupil progress.

Effective assessment will ensure that every pupil:
- Understands how well they are doing in relation to the learning objectives.
- Recognises what they need to do to improve.
- Knows how they can bridge the gap between where they are and where they need to be.
- Gets the support they need to be motivated, independent learners.
- Is on an ambitious path to improvement.

Every teacher will be:
- Equipped to make well-founded judgements about pupils' attainment.
- Able to understand the concepts and principles of progression.
- Competent in using assessment judgements to forward-plan and tailor their teaching to the specific needs of their pupils – especially those that are underachieving.

Parents will:
- Know how their child is doing.
- Know what they need to do to improve their child's performance.
- Know how they can support the child and their teachers.

SECTION 3 – ASSESSMENT STRATEGY

Teaching practices and assessment methods must ensure that pupils are empowered and take ownership of their own progress.

IN ORDER TO DO THIS, TEACHERS SHOULD:

1   Share and explain learning objectives with pupils

Teachers must refer back to these throughout the lesson to ensure that pupils are focused and clear about what they are learning.

Teachers should ensure learning objectives are:

- Concise about what pupils are expected to be able to demonstrate
- NOT a list of tasks and activities.
- Give a clear idea of the level of challenge.

Pupils can then use these learning objectives as criteria to see how successful they have been; they can also be used for peer assessment.

ClassDojo can be used to reward those who show progression according to the success criteria.

2   Mark regularly and give prompt feedback

Mark at least two major independent pieces of work per term. This will ensure that pupils are engaged in their own learning.

Teachers must give:

- A number grade; this may have a plus (+) or minus (-) after it to indicate that they just below or above that level.
- One or two strengths of the piece of work.
- One or two improvement to raise attainment.

Marking should be as encouraging and positive as possible.

3   Implement marking for literacy

It is important that a uniform approach is taken to raising standards in literacy, as this ties in closely with good achievement across the curriculum.

The following marking code should be used:

Code	Meaning		Code	Meaning
Sp.	Spelling mistake		WW	Wrong word
P	Punctuation is required/is incorrect		^	Word missing
Gr.	Grammatical error		?	Check meaning/meaning unclear
C	Capital letter is required/not required		//	New paragraph
V	Use a better word (vocabulary)		✓✓	I especially like what you've done here

4 Make use of peer-assessment and self-assessment

In School, pupils will complete a number of peer and self-assessment activities in each term. In order to develop their evaluative skills, they need to list one to two 'WWW and EBI's' when peer-assessing or self-assessing.

In Madrasah, peer-assessment and self-assessment must be incorporated into lessons, however there is no specified amount.

5 Build reflection time into lessons

All teachers should include time within their lessons to allow pupils to reflect on their progress, e.g. by evaluating targets set in peer or teacher feedback, as and when they are set. Teachers are required to use the DIRT (Directed Improvement and Reflection Task) sheets following core assessments.

6 Model all major tasks

Pupils should be shown what 'good' looks like. They should see different practical ways of how success criteria can be met. They should also be shown examples of poor work and how they can be improved.

SECTION 4 – TYPES OF FEEDBACK

Feedback will be given in one of the following forms:

- Immediate feedback – at the point of teaching.
- Summary feedback – at the end of a task/lesson.
- Review feedback – away from the point of teaching (including written comments).

The following table outlines what form this feedback will take, and how observers can find evidence for it:

Type	What it looks like	Evidence (for observers)
Immediate	- Teacher gathers feedback throughout lesson (via mini-whiteboards, book work, etc.) - Takes place in lesson with individuals/small groups - Often verbal for immediate action - May involve use of a teaching assistant to provide support/further challenge - May re-direct the focus of teaching or the task - May include highlighting/annotations, e.g. for literacy	- Lesson observations/learning walks - Annotations/use of codes for literacy - Improvements evident in books (further working or editing)
Summary	- Takes place at the end of a lesson/activity - Often involves whole groups/classes - Provides an opportunity for evaluation of learning in the lesson - May take the form of self or peer assessment against an agreed set of criteria	- Lesson observations/learning walks - Evidence of self and peer assessment
Review	- Takes place away from the point of teaching - May involve written comments/annotations for pupils to read/respond to - Provides teachers with opportunities for assessment of understanding - Leads to adaptation of future lessons through planning, grouping or adaptation of tasks - May lead to targets being set for pupils' future attention, or immediate action	- Acknowledgement of completed work - Written comments and appropriate responses/action - Adaptations to teaching sequences/tasks (modifications to lesson plan)

SECTION 5 – ASSESSMENT OVERVIEW

All pupils are assessed at regular intervals during the course of their studies, as outlined below:

1   Entrance exams

Applicants at KS3 take English and maths papers so that we can gauge their current levels. These tests act as means of identifying those applicants who may require further support in their learning.

2   Baseline tests

New Year 7 pupils undertake Cognitive Abilities Tests (CATs)s to assess their overall intelligence, developed abilities and likely academic potential.

We often find that results from their KS2 tests do not reflect their actual ability, as pupils are often 'taught to the test' in their last year of primary school; this skews their results and makes them seem more capable than they actually are.

3   Daily assessment

In Madrasah, pupils in the lower years (Nadhira -Thāniyah) are assessed daily in the form of testing them on their previous day lesson orally, sima al dars, and ensuring they sit down for evening revision, takrar, and pre studying their new lesson, muta'lah which takes place in the supervision of supervising teachers.

4   Written tasks

In school, written tasks take the form of note-taking and questions etc. (daily) and also homework set according to the homework timetable. Targets are set on substantial pieces of work to help pupils progress. In madrasah, pupils in the lower years have daily written tasks for each subject.

5   Termly assessments (school)

These assessments are carried out in every subject from Year 7-11 except where pupils are completing GCSE-level study.

The purpose of this type of assessment is for teachers and learners to gain a broader view of progress across the subject.

Assessment marks are submitted by teachers at 2 designated points in the academic year and shared with pupils and parents.

Termly assessments should have:

- Success criteria shared for the topics being covered, in terms of grade criteria.
- Teachers may use these success criteria to judge pupils' progress, or use an end of unit test.
- Pupils are to complete a DIRT (directed improvement and reflection time) activity and sheet following each assessment.
- DIRT sheets may also be used for additional class-based tests.
- Information that comes to light about common issues in classes is used to further personalise learning.

- Assessment marks are collected from teachers and shared with pupils and parents as a snap shot of 'progress so far' at the end of each assessment period.

6   Termly tests (Madrasah)

These tests are carried out 4 times a year for Nadhira/Preparatory years – Thāniya/Theology Year 2 pupils. The tests are prepared and marked by subject teachers, and moderated by the Madrasah Coordinators.

Their purpose is to assess pupils' overall progression in the relevant term or topic.

The results of these tests are logged electronically, allowing coordinators to efficiently track pupil attainment. Results are shared with pupils, teachers and parents.

These count for 25% for Nadhira/Preparatory years – Thāniya/Theology Year 2 pupils.

7   Mid-year examinations (Madrasah only)

Half-way through the academic year, mid-year exams take place for madrasah. These examinations are more rigorous than the termly tests, covering knowledge acquisition and understanding of the subject as a whole during the first half of the academic year.

These exams are prepared and marked by subject teachers, and quality assured and moderated by Madrasah corodinators and senior staff.   These count for 25% for Nadhira/Preparotory years – Thāniya/Theology Year 2 pupils and 50% for Thalitha/Theology Year 3- Sadisa/Theology Year 6 students.

8   End-of-year examinations

These examinations are rigorous and comprehensive.   In school, pupils are assessed on the content covered in the past year, using tests provided by awarding bodies or official publishers where possible. The results are used to measure where pupils are in relation to their end of KS4 targets, and identify those who require support or intervention to reach these targets.

In madrasah, pupils are tested on the content covered in the latter half of the year. It is compulsory for every pupil to complete and pass these exams in order to progress on to the next stage of their studies. If a pupil fails to attend or does not pass these exams, they will have to repeat the year again.

These count for 25% for Nadhira/Preparotory years – Thāniya/Theology Year 2 pupils and 50% for Thalitha/Theology Year 3- Sadisa/Theology Year 6 students.

Summary chart

Assessment type	Minimum frequency	Teacher documentation	Purpose	Department
Oral assessment	Daily	Daily Sabaq Record	To monitor understanding.	Madrasah
Written tasks	Once during the topic, and once following completion	Mark Log in the exercise book	To monitor understanding & determine individual pupil targets.	School & madrasah
Tests	At the end of unit or section	Mark Log in the exercise book	To monitor understanding & determine individual pupil targets.	School & madrasah
Termly assessments	Marks submitted at the end of the 2ⁿᵈ and 4ᵗʰ terms	Termly Assessment Record	To track pupil progress.	School
Termly tests	Tests taken at mid-way point of the first term and mid-way point of the second term.	Termly Test Record	To track pupil attainment.	Madrasah
Mid-year exams	Exams taken at the end of the 1st term	Mid-Year Exam record	To provide a snap shot of progress	Madrasah
End-of-year exams	Exams taken at the end of the year term.	End of Year Exam Record	Monitoring knowledge acquisition.	School & madrasah