

# ASSESSMENT POLICY

2023 - 2024

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**GEMS** مدرسة جيمس ليجاسي  
**LEGACY SCHOOL**

**ADOPTED – MARCH 2019**  
**REVIEWED – MARCH 2023**  
**BY – THE PRINCIPAL AND SLT**

# INDEX

<b>SR. NO.</b>	<b>TITLE</b>	<b>PAGE NO</b>
1.	INTRODUCTION	3
2.	AIMS	3
3.	OBJECTIVES	4
4.	FORMS OF ASSESSMENT	5
5.	TECHNIQUES / STRATEGIES FOR ASSESSMENT	6
6.	THE SYSTEM OF EVALUATION	7 - 9
7.	THE MODERATION PROCESS	10 - 11
8.	RECORDING	12
9.	REPORTING	12
10.	CRITERION-BASED MASTERY ASSESSMENT	13 - 15
11.	ROLES AND RESPONSIBILITY	16 - 18

## 1. INTRODUCTION

At GEMS Legacy School, Dubai, we aim to develop effective teaching and learning practices that integrate ongoing assessment and feedback with high-quality instructional practice. The ‘Assessment Policy’ outlines the purpose, nature, and management of assessment, evaluation, and reporting at GEMS Legacy School.

Assessment and instruction are interconnected. When designing a framework for quality assessment, it is important to build on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. Effective assessment is integrated into ongoing learning from starting a developmental learning sequence, unit, or topic, learning the curriculum, and demonstrating progress and achievement, to planning the next steps in learning.

## 2. AIMS

This policy aims to provide a clear outline of all assessment, evaluation, and reporting techniques at the school. The policy also aims to benefit the student’s learning, monitor learning processes, generate baseline data that can be used to monitor achievement over time, measure and track the student’s progress, involve parents and students in identifying and managing learning strengths or difficulties, assist the teacher’s long-term and short-term planning, inform and modify planning and teaching as well as streamline assessment procedure as a whole school approach to the provision of an excellent education for all students in the school.

### 3. OBJECTIVES

The objectives of assessment in the school are:

- To inform lesson planning and transactions.
- To enable teachers to modify their teaching strategies.
- To ensure that the particular learning needs of individual students/groups are being addressed.
- To monitor pedagogical approaches and methodologies.
- To monitor the progress and attainment of students.
- To compile the records of the progress and attainment of individual students.
- To gather and interpret data at individual, class, and whole-school levels, and about class and national norms.
- To identify and plan the teaching and learning for varied learner profiles, students of determination, as well as the exceptionally able.
- To contribute to the school's strategy for prevention and early intervention to assist students with learning difficulties.
- To provide formative feedback to students to improve learning.
- To facilitate the involvement of students in the assessment of their own and their peers' work.
- To assist students in setting goals and to enable them to take responsibility for their learning.
- To facilitate communication between parents and teachers about the development, progress, and learning needs of students.
- To report to parents regularly by providing constructive feedback on their ward's performance, targets, and next steps.

## 4. FORMS OF ASSESSMENT

### DIAGNOSTIC ASSESSMENTS

- One form of diagnostic assessments is conducted at the beginning of a unit in the form a pre-test for all students. These tests aim to gauge the prior attainment, knowledge, and skills of the student.
- Another form of the diagnostic assessments is conducted at the beginning of an academic year for new admissions. They help to diagnose what the student already knows and where he/ she needs help.

### FORMATIVE ASSESSMENTS

- The formative assessments are also referred to as Assessments for Learning (AFL).
- The assessments refer to any process by which pupils are made aware of how they can make progress.
- The teachers using the results of the formative assessments are able to decide where the learners are, where they need to go and how best they can get there.
- It is an on-going process and happens during the process of teaching.

### SUMMATIVE ASSESSMENTS

- The summative assessments are also referred to as Assessments of Learning (AOL).
- The summative assessments are given periodically to determine at a particular point in time what students know.
- The types of summative assessments are periodic test, half yearly exams and yearly exam

### SELF AND PEER ASSESSMENTS

- Students take responsibility for their own learning.
- Students will be involved in assessing their own work and each other's work.
- Students are encouraged to identify their areas of development.

## **5. TECHNIQUES / STRATEGIES FOR ASSESSMENT**

- Focused or Structured Teacher Observations - observing a child or a group of children at an activity recording structured observations and monitoring student progress
- Random Observations - monitoring what is happening i.e. works better in a group, alone, tires easily, responds to visual promptings, etc.
- Discussion/conferencing - talking to and questioning the children about their work, and setting targets for future work
- Summative Assessments (Assessment of Learning) - evaluating students' performance against the school's bespoke CBSE curriculum standards. These include Periodic Tests and Half-Yearly Examinations.
- Pre-tests and post-tests during a lesson
- Success Criteria - a set of features that a teacher wants to see in a student's work throughout a lesson to achieve the learning outcome
- Effective Questioning
- Self and Peer Assessments- students assess their own and each other's work
- Role Play / Group Discussions / Collaborative work
- Projects and Presentations - evaluating with the child the outcome or end product - writing, drawing, diagram, model charts, etc.
- Multiple Choice Questions / Quizzes
- Rubrics and Exit Tickets
- Teacher-designed tests and tasks
- Mindful Marking and Feedback with D.I.R.T (Dedicated / Directed Improvement and Reflection Time)
- Student Portfolios of work
- Staged assessments at the end of blocks of work
- Mental Math tests
- Standardized Tests



## 6. THE SYSTEM OF EVALUATION

### A. Kindergarten

Kindergarten is an exciting time for a child to explore, learn, interact with other children and have fun while at the same time gaining confidence, growing independent, and developing cognitive and motor capabilities. This being the foundational stage, the curriculum is theme-based, activity-oriented and multi-sensory modes of learning are emphasized to encourage strengthening in Language and Communication, Numeracy, Gross and Motor Skills, Emotional and Social Skills as well as Creative and rhythmic skills.

A record of individual student progress and performance is maintained through an ongoing system of spaced oral and written activities and parents are regularly apprised of the same.

### B. Primary and Middle School

#### **Shifts in Assessments in Grade 1:**

In alignment with the National Education Policy 2020, Grade 1 assessments will follow a formative, daily, and ongoing approach as students consolidate their learning. Graded Assessment Tasks (GAT) will be conducted after teaching and reinforcing key concepts to gauge understanding, measure progress, identify learning gaps, and implement necessary interventions. These assessments will encompass various formats, including class discussions, class work, oracy, written assignments, group tasks, quizzes, projects, learner-created artefacts, reading comprehension, and other student work samples. Each quarter, students will participate in a minimum of two age-appropriate projects, covering cross-curricular and MSC (Moral, Social, and Cultural) themes. Assessment data will be summarized quarterly and communicated to parents through a comprehensive Report Card encompassing all learning domains. Similar to Kindergarten, formal, announced test schedules will not be shared, with concepts being reinforced before assessment via GATs.

Primary and Middle School Assessments are consistent with the CBSE-initiated policies, incorporating standard international practices. Assessment is an integral component of teaching and learning, with ongoing practice opportunities called 'Assessments for Learning' that address and promote key learning areas. These are intended to provide feedback concerning how well the student is grasping the concepts being taught. Summative examinations in the form of Periodic Tests are conducted four times a year or twice in a term for students of Grades 2 – 4. The students of Grades 5 - 8 appear for a total of 4 summative assessments – 1 Periodic Test and 1 Half-Yearly per term. A certain number of assessment tasks are graded and these scores are maintained for term-end reports. However, all assessments conducted are shared with parents on an ongoing basis; and formal assessment reports are shared with parents during the Open House at the end of Term 1 and Term 2.

English, environmental science, Indian Social Studies and Moral Social Cultural Studies, Mathematics, Second Language, Arabic, and Islamic Education are the subjects under Part I which cover the scholastic areas, while Arts and Craft, Games, Music, and Eurhythmics, Performing Arts, Discipline and ICT form Part II and cover the co-scholastic areas.

### **C. Standardized Tests**

The International Benchmark Assessments are a set of standardized assessments developed to:

- help school leaders and teachers establish a baseline of their students' cognitive potential and achievement over time, and facilitate necessary modifications to their learning
- support schools to better understand the extent to which the achievements of students are aligned with their cognitive potential
- help validate the school's internal attainment and progress data
- support schools with their whole school self-evaluation and improvement planning
- facilitate KHDA's role in monitoring and quality assurance of schools and supporting national and Dubai priorities and strategies.

The CAT4 helps us identify the cognitive skills of the child which supports the teachers in setting targets for individual students, grouping students in the classroom, and learning and planning intervention strategies for groups of students.

The school conducts the following International Benchmark Assessments for the different year groups.

- i) **ASSET – Assessment of Scholastic Skills through Educational Testing**  
ASSET is a skill-based diagnostic assessment in which over 2500 leading schools in India, the Gulf, and Singapore participate. This is conducted by EI (Educational Initiatives). ASSET plays a key role in improving the scholastic skills of the students which in return helps them in their learning.  
The test is objective – multiple choice type and provides feedback on students' vocabulary levels, their ability to comprehend texts in varied formats, apply the concepts taught in real-life situations, and develop a love for learning with understanding. The test is conducted in subjects such as English, Math, and Science. No prior preparation is required as the tests are based on what the students have already learned in the classrooms.  
All students who participate receive a certificate and "ASSET – My Book". The book contains a set of personalized instructional materials for each student based on the result. It provides detailed feedback highlighting the student's strengths and weaknesses, practice questions along with the explanation and answers for the concepts that the student is weak in.
- ii) International Benchmark Tests such as TIMSS: Trends in International Mathematics and Science Study, PIRLS: Progress in International Reading Literacy Study, NGRT: New Group Reading Test and IBT (International Benchmark Test in Arabic-B) are administered to students of appropriate grades.
- iii) TIMSS is an international assessment that monitors trends in student achievement in mathematics, and science.



- iv) PIRLS provides internationally comparative data on how well children read and offers policy-relevant information for improving learning and teaching.
- v) NGRT is a standardized, adaptive, termly assessment to measure reading skills against the national average, and is used to identify where intervention may be needed and then to monitor impact and progress made.
- vi) IBT-Arabic B is an internationally administered program of assessments to compare student performance globally.
- vii) Tests like IBT- Arabic B, TIMSS, PIRLS, and NGRT identify the performance level of the student against international standards in English, Mathematics, and Science and abilities in the various domains of the subject.

The tests also support departments to review their curriculum standard in line with international standards and guides in analyzing different year groups. These tests give standardized individual reports on students' ability, attainment, progress, and attitudes. The data is comprehensively used to inform the next steps in the provision and personalized support.

## 7. THE MODERATION PROCESS

### Stage 1 – Moderating the Question paper

TEACHER	MODERATOR	HEAD OF DEPARTMENT
<ul style="list-style-type: none"><li>• Step 1 - Sets the Question Paper</li><li>• Step 2 - Checks the portion and marks weightage</li><li>• Step 3 - Discusses with the same grade subject teachers</li></ul>	<ul style="list-style-type: none"><li>• Step 4 - Quality assures the paper</li><li>• Step 5 - Checks the marking scheme and approves the paper</li><li>• Step 6 - Submits the paper to the Head Of Department</li></ul>	<ul style="list-style-type: none"><li>• Step 7 - Recieves the paper from the moderator</li><li>• Step 8 - Evaluates the paper's weightage of marks and complexity, and suggests revisions if necessary</li><li>• Step 9 - Submits the paper to the Dean of Studies</li><li>• Step 10 - The Dean of Studies approves the paper and suggests revisions if necessary</li><li>• Step 11 - The Dean of Studies sends the approved paper to the Head of Phase for printing.</li></ul>

### Stage 2 – Moderating the Marking scheme

TEACHER	HEAD OF DEPARTMENT	HEAD OF ASSESSMENT
<ul style="list-style-type: none"><li>• Step 1 - Collection of answer scripts post the examination</li><li>• Step 2 - Random selection of 3-4 answer scripts from a given section</li><li>• Step 3 - Paper moderation involving fellow grade-level subject teachers and the Head of Department</li><li>• Step 4 - Discuss and come to a consensus about the identified variations</li><li>• Step 5 - Modify the marking scheme</li><li>• Step 6 - Share the moderated marked scheme with the Head of Department</li></ul>	<ul style="list-style-type: none"><li>• Step 7 - Provides the final decision on identified variation issues during the moderation process</li><li>• Step 8 - Shares the final decision and moderated marking scheme with the Head of Phase and the Head of Assessment.</li></ul>	<ul style="list-style-type: none"><li>• Step 9 - Records and monitors the moderation process at every grade level</li><li>• Step 10 - Provides solutions to issues that have been escalated</li></ul>

### Stage 3 – Moderating the Answer Scripts

<b>TEACHER</b>	<b>MODERATOR</b>	<b>HEAD OF DEPARTMENT</b>
<ul style="list-style-type: none"> <li>• Step 1 - Collection of answer scripts post the examination</li> <li>• Step 2 - Completes correction as per the moderated marking scheme</li> <li>• Step 3 - Informs the moderator to collect the papers</li> </ul>	<ul style="list-style-type: none"> <li>• Step 4 - Collects the corrected answer scripts for moderation</li> <li>• Step 5 - Selects samples from each section in the ratio of 1:10</li> <li>• Step 6 - Evaluates the correction against the modified marking scheme</li> <li>• Step 7 - Prepares a report highlighting the noted discrepancies for the Head of Department, the Head of Assessment and the Dean of Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Step 8 - Receives the report from the Moderator</li> <li>• Step 9 - Reviews and decides future actions and interventions for extreme variation issues</li> <li>• The intervention is dependent on the nature of the variation, for example, recorection of the complete set</li> <li>• Step 10 - Green lights distribution of the answer scripts to the students</li> </ul>

## **8. RECORDING**

Teachers use records to review students' progress, set appropriate targets for the future, and form the basis of reports. Records are kept in many ways. These include:

- Teacher Log / Assessment Tracker
- Student sample work
- Teacher's Notes e.g. significant outcomes
- Teachers' Anecdotal Records
- GEMS PHOENIX Portal
- Records of self and peer assessment
- Running records of Reading (RazPlus, LightSail, Achieve3000)
- MindSpark Reports

## **9. REPORTING**

Parents are given the planned objectives for each area of the curriculum at the beginning of each term. Formative feedback is provided to parents on an ongoing basis on student written work, tasks, projects, and assignments.

Parents are informed of their child's progress each term, either during an Open day or a formal interview. Any parent may request to see the class teacher or the Head at any mutually, convenient time if they have any concerns about their child's progress.

Conversely, a teacher will ask to see a parent if they are concerned about the progress of a child in their class.

Reports are available online to parents each year. Parents are also allowed to discuss the contents of the report. The teacher identifies the areas of desired progress, sets targets and all concerned parties agree to pursue these targets.

## 10. CRITERION-BASED MASTERY ASSESSMENT

GEMS Legacy School is looking beyond standardized assessments and scorecards to include more holistic definitions and measures of student achievement. Additionally, the National Education Policy, 2020 has envisioned that schools move towards competency-based education including a focus on 21st Century Skills. Hence, we are moving towards a Criterion-based Mastery Assessment System.

A Criterion-based Mastery Assessment is an evaluation rubric that focuses on the student's performance against a set of criteria related to the knowledge, skills, or attributes that the student is expected to develop.

The advantages of a Criterion Based Mastery Assessment are:

- To determine whether or not students have the expected knowledge and skills.
- To identify any learning gaps.
- To make assessments less competitive.
- To ensure a well-integrated, comprehensive evaluation of student work

The focus and vision of the revamped evaluation mechanism are to assess the development of key skills, often called “21<sup>st</sup>-century skills,” such as critical thinking, research, technology, problem-solving, communication, collaboration, creativity, and innovation.

CRITERION BASED MASTERY ASSESSMENT	
LEVELS OF MASTERY	DESCRIPTOR
<p><b>EXEMPLARY</b> Arabic/Islamic Studies - 81-100% Moral Social Cultural Studies - 81-100% Other Subjects (Including Co-scholastic subjects) - 81-100%</p>	<p>Students at this level demonstrate an <b>exemplary</b> degree of Mastery [redacted]</p> <p>Students at this level [redacted] demonstrate almost all of these [redacted]:</p> <ul style="list-style-type: none"> <li>• <b>Critical thinking, research</b>, using innovative strategies independently and <b>communicating</b> learning skilfully.</li> <li>• <b>Collaborate</b> and make meaningful <b>real-life, cross-curricular connections</b> to transfer learning in a wide range of contexts.</li> <li>• <b>Use technologies ethically, independently</b> and in new ways to optimise learning.</li> <li>• <b>Take responsibility</b> for their own learning and work on <b>targeted actions</b> towards the next steps.</li> </ul>
<p><b>PROFICIENT</b> Arabic/Islamic Studies - 71-80% Moral Social Cultural Studies - 71-80% Other Subjects (Including Co-scholastic subjects) - 71-80%</p>	<p>Students at this level demonstrate a <b>high</b> degree of Mastery [redacted]</p> <p>Students at this level [redacted] demonstrate most of these [redacted]:</p> <ul style="list-style-type: none"> <li>• <b>Critical thinking, research</b>, using innovative strategies independently and communicating learning purposefully.</li> <li>• <b>Collaborate</b> and make meaningful real-life, cross-curricular connections to transfer learning in a range of contexts.</li> <li>• <b>Use technologies ethically</b> and independently to optimise learning.</li> <li>• <b>Take responsibility</b> for their own learning and <b>act purposefully</b> to improve learning.</li> </ul>
<p><b>APPROACHING</b> Arabic/Islamic Studies - 55-70% Moral Social Cultural Studies - 51-70% Other Subjects (Including Co-scholastic subjects) - 51-70%</p>	<p>Students at this level demonstrate <b>mastery</b> [redacted]</p> <p>Students at this level [redacted] demonstrate most of these [redacted]:</p> <ul style="list-style-type: none"> <li>• <b>Critical thinking, research</b> and using innovative strategies and communicating learning appropriately.</li> <li>• <b>Collaborate</b> and make meaningful real-life connections and cross-curricular connections in familiar contexts.</li> <li>• <b>Use technologies ethically</b> to enhance learning.</li> <li>• <b>Take responsibility</b> for their own learning and take actions to improve learning with limited <b>guidance</b>.</li> </ul>
<p><b>DEVELOPING</b> Arabic/Islamic Studies - 50-54% Moral Social Cultural Studies - 40-50% Other Subjects (Including Co-scholastic subjects) - 33-50%</p>	<p>Students at this level demonstrate a <b>limited degree of mastery</b> and [redacted]</p> <p>Students at this level [redacted] demonstrate some of these [redacted]:</p> <ul style="list-style-type: none"> <li>• <b>Basic research</b> and communicating learning in limited ways.</li> <li>• <b>Attempt</b> to collaborate and make a few real-life connections.</li> <li>• <b>Use technologies ethically</b> to support learning.</li> <li>• <b>Take responsibility</b> for their own learning with <b>peer support</b> and teacher interventions.</li> </ul>
<p><b>EMERGING</b> Arabic/Islamic Studies - &lt;=49% Moral Social Cultural Studies - &lt;=39% Other Subjects (Including Co-scholastic subjects) - &lt;=32%</p>	<p>Students at this level are <b>beginning</b> [redacted]</p> <p>Students at this level are [redacted] to demonstrate a few of these [redacted]:</p> <ul style="list-style-type: none"> <li>• <b>Communicate</b> learning in limited ways with support.</li> <li>• <b>Collaborate</b> and make real-life connections in simple ways.</li> <li>• <b>Use technologies ethically</b> to support learning.</li> <li>• <b>Take responsibility</b> for their own learning through <b>planned interventions</b> and <b>assertive mentoring</b>.</li> </ul>

### **The Criterion-Based Mastery Assessment Rubric:**

- The Criterion-Based Mastery Assessment uses Mastery Levels such as Exemplary, Proficient, Approaching, Developing, and Emerging that correlate to percentage ranges and these ranges may differ for various subjects.
- For example, in the ‘Approaching’ Mastery Level, the percentage range for Arabic and Islamic studies is 55-70%, while for Moral Social Cultural studies it is 51-70% as per the Ministry of Education, and percentages for other subjects including co-scholastic are as per CBSE guidelines.
- Each mastery level is representative of the degree of mastery attained by the students concerning the curriculum standards or learning goals. The words highlighted in yellow are indicative of mastery levels. The words highlighted in green are indicative of student performance concerning the curriculum standards. For example, a student must perform beyond curriculum standards to be at the exemplary mastery level.
- The words highlighted in red are indicative of the number of times students demonstrate the learning skills. For example, a student at the exemplary mastery level must consistently demonstrate the skills in all aspects of their learning and assessment.
- The skills mentioned in the rubric are tested not only through periodic paper-based exams but also through Graded Assessment Tasks or GATs such as projects, collaborative activities, external evaluations, and e-resources, to name a few. The subject teachers have created an internal assessment tracker to constantly monitor and evaluate student performance in the GATs.



Formal assessment reports will cover the following areas using the scale given below:

<b>Arabic / Islamic Studies</b>	
<b>Levels of Mastery</b>	<b>Percentage Mark</b>
Exemplary	81% - 100%
Proficient	71% - 80%
Approaching	55% - 70%
Developing	50% - 54%
Emerging	<=49%

<b>Moral Social Cultural Studies</b>	
<b>Levels of Mastery</b>	<b>Percentage Mark</b>
Exemplary	81% - 100%
Proficient	71% - 80%
Approaching	51% - 70%
Developing	40% - 50%
Emerging	<=39%

<b>Subjects: English, Mathematics, Science, Second Language, Indian Social Studies</b>	
<b>Levels of Mastery</b>	<b>Percentage Mark</b>
Exemplary	81% - 100%
Proficient	71% - 80%
Approaching	51% - 70%
Developing	33% - 50%
Emerging	<=32%

<b>Co-Scholastic subjects</b>	
<b>Levels of Mastery</b>	<b>Percentage Mark</b>
Exemplary	81% - 100%
Proficient	71% - 80%
Approaching	51% - 70%
Developing	33% - 50%
Emerging	<=32%

## **11. ROLES AND RESPONSIBILITY**

### **Roles and Responsibility of SLT**

The Principal, Vice-Principal and SLT will:

- Ensure a coherent strategy for the effective management of performance data.
- Set SMART targets for cohorts and groups of students derived from school self-evaluation and international benchmarking.
- Provide all leaders with data conversation training on the interpretation and use of data to inform target-setting and expectations.
- Ensure all performance management targets will impact positively student progress.
- Identify and celebrate the effort and success of students and staff.
- Regular meetings with teachers and leaders to support learning in the classroom by analyzing current data, celebrating strengths, identifying individual needs, and focusing on fragile learner groups.

### **Roles and Responsibility of MLT**

Teaching and Learning Coaches as well as Supervisors will:

- Engage their teams in data conversations and NAP GAP Analysis and use this data to plan interventions and next steps for different groups of students, to ensure that all students make expected and better-than-expected progress.
- Monitor the progress of students and staff toward the targets at regular intervals.
- Evaluate outcomes concerning local and national comparative data, focusing on trends over a period, the relative performance of different groups of children, gender, G & T, and SEND and performance within and progress between key stages and performance compared to different subject areas.
- Use the data to accurately check resources and identify staff training needs.
- Observe each grade and use this as part of their analysis to support target setting for their subject area.

## **Roles and Responsibility of Teachers**

Teachers will:

- Engage in data conversations with colleagues and their TLC to track the progress of all students, plan the next steps and modify teaching and learning.
- Update assessment trackers at regular intervals and complete the required tasks as set out on the reporting and assessment calendar.
- Challenge every student and have high expectations of their progress throughout the academic year.
- Be cognizant of different groups of children and their relative attainment and progress against targets set.
- Encourage students to assess their progress toward their set targets and help them understand how and what to improve.
- Ensure planning for teaching and learning is based on the understanding of where students are in their learning and how to get to the next level.
- Include opportunities for peer and self-assessment during weekly planning.
- Assure students of their 'next targets' in Reading, Writing, Mathematics, Science, Arabic, Islamic Studies, and other areas of the curriculum.
- Reward students who achieve their targets.
- Involve a Teaching Assistant wherever possible to maximize progress.
- Report concerns about the progress of individual students or groups of students to HOA, HOP, HOS, HODs, HOC, and subsequently SLT line manager to ensure these students receive early intervention in addition to teaching in the classroom.
- To regularly report the progress of students against their targets to parents as per the assessment and reporting calendar.
- Work with leaders to analyze student outcomes, reflect on their performance feedback given throughout the year and identify the next steps in their professional growth during the performance review meetings at the end of each academic year.

## **Roles and Responsibility of Students**

Students will:

- Know their 'next targets' in Reading, Writing, Mathematics and Science, Arabic, and Islamic Studies and apply them to their learning weekly.
- Use self-assessment to measure their progress against success criteria and personal targets (Rubrics).
- Support their peers with respectful and helpful feedback on their learning using success criteria (peer assessment).
- Seek advice and help when they need it.
- Share their learning and progress with their parents.

**This policy will be reviewed annually or earlier if needed.**



**Date of Review: 01.03.23**

  
**Principal's Signature:**