

Primary School Assessment, Marking & Feedback Policy

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1. PHILOSOPHY AND PRINCIPLES OF ASSESSMENT

At Fairgreen International School, our assessment principles are in line with the spirit of the IB Programmes. The main purpose of assessment is to improve teaching and learning aligned with our school's mission, vision, and stated principles of sustainability and international mindedness.

Fairgreen believes assessment is an integral component of all teaching and learning. It has a positive impact on student motivation, well-being and self-awareness as learners. Assessment provides regular feedback on the learning process for students by allowing them to demonstrate their learning through a variety of different tasks. The data obtained from assessment is used to inform teacher planning and classroom practice; to update parents on their children's learning, and to provide feedback for students on their learning progress.

Roles and responsibilities

At Fairgreen:

- The assessment policy will be evaluated and reviewed in accordance with internal and external review cycles. This process will be led by the PYP coordinators and will involve the wider school community.
- The assessment policy is a living document that positively influences teaching and learning; therefore, all teaching staff are expected to read and acknowledge an updated version at the beginning of each academic year.
- All teaching staff are responsible for implementing the assessment policy in line with their role in school.

At Fairgreen, we believe that effective assessment:

- Is planned, purposeful and meaningful
- Involves students and teachers working in a collaborative setting
- Informs planning, teaching and reporting
- Gathers information about individuals and groups of students
- Is written using common terminology that is in line with the various IB programmes
- Appraises a broad range of concepts, knowledge and skills at a variety of levels of understanding, appropriate to an international and increasingly complex world
- Involves a balanced use of assessment tools and strategies
- References the curriculum and requirements of the separate programmes
- Involves a balance of opportunities for 'Assessment for', 'Assessment as' and 'Assessment of' learning

- Is honest, fair and reliable
- Is ongoing, timely and reflective
- Is accessible to all learners
- Provides coherent, constructive and timely feedback to students, teachers and parents

At Fairgreen we recognise that students:

- Are actively involved in the assessment process through self-assessment, peer assessment and reflection on feedback and appropriate goal setting
- Have different cultural experiences, expectations and needs
- Perform differently according to the context of learning
- Need to know their achievements and areas for improvement in the learning process
- Should receive timely feedback that is constructive and expressed positively

2. ASSESSMENT PRACTICES

Assessment for Learning:

Assessment for Learning is continuous and provides an opportunity for teachers to measure students' skills, knowledge and understanding of concepts and topics under study in order to inform teaching and learning approaches and strategies.

Assessment as Learning:

Assessment as Learning is assessment practice that provides students opportunities to respond to, and reflect on, both formal and informal feedback from teachers and peers in order to identify and understand the next steps in their learning and explore how to improve.

Assessment of Learning:

Assessment of Learning is planned in advance and designed to enable students opportunities to demonstrate their understanding and development of skills. Assessment of Learning opportunities measure knowledge, understanding and progress against criteria and standards. Typically, assessment of learning will be summative and be scheduled at the end of a topic or unit of study.

Assessment in the Primary Years Programme (PYP):

As an IB PYP school, Fairgreen believes that assessment:

- should be used to provide feedback to students, teachers and parents on the learning process
- guides students through the essential elements of the PYP: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action
- should value both process and product
- provides data on students' acquisition of knowledge, development of skills and conceptual understanding
- "as learning" strategies are developed to promote learning by giving regular and frequent feedback to students
- can be differentiated via additional scaffolding
- uses summative tasks that are assessed against school-based criteria to ensure continuous assessment and feedback on students' performance
- evidence of learning can be demonstrated through process and/or product and shown through the use of digital portfolios, student work, displays, performance and conversations
- practices should include student and teacher reflection and goal setting for next steps in learning

Assessment Across the Academic Year

- Various assessment tools are used to identify individual starting points including historic teacher assessment, GL Progress Tests, CAT4 and teacher baselines. These are combined with outcomes from PASS data (Pupil Attitude to Self and School) and triangulated to help identify whether interventions are needed and what might be most effective to promote progress.
- Assessment for Learning and Planning for Progress is key in our day-to-day assessment of Fairgreen International School students. We involve students in this journey with student voice being included in 3 Way Conferences, Student Led Conferences and on end of year reports.
- A regular review of assessment informs our curriculum adaptations and Learning and Teaching strategies.
- Impact is reported regularly throughout the academic year with middle and senior leaders, as well as parents.
- Throughout the year key pieces of unaided writing are produced by students under test conditions and these are assessed to give teachers up-to-date information about pupils' learning and their next steps.

- As pupils complete Units of Inquiry the summative tasks are used by teachers to assess student attainment and progress.
- In mathematics White Rose end of unit assessments help to track student attainment and progress in maths.
- In the final half of term 3 Benchmark Assessments are delivered, in line with KHDA expectations. At Fairgreen we use GL Progress Tests which are delivered under strict test conditions and provide summative data. These are used to track individual progress but also analysed at group, grade and phase level to inform future program development.

Moderation and Standardisation:

Systematic and robust processes are in place to ensure internal assessment data at Fairgreen International School has integrity and validity. Moderation of core subjects is triangulated between:

- Ongoing teacher assessment tracked on Termly Trackers
- Assessment criteria externally benchmarked against UK standards

A key strategy for ensuring assessment judgements are reliable and valid is the use of in-school and cross-school moderation. Teachers participate in subject-based standardisation sessions. Moderation is used to ensure parity of judgement — for example, teachers sampling work to check for consistent application of evaluation criteria. The process of standardisation against new assessment criteria is ongoing and moderated by subject leaders and the Primary Leadership Team.

External benchmark assessments (International & National)

In alignment with the UAE National Agenda requirements, Fairgreen International School utilizes standardized national and international benchmark assessments to measure student achievement, evaluate progress against global norms, and ascertain academic potential. Curriculum planning and long-term objective coverage are continuously adapted to support National Agenda goals. Middle Leaders and the Primary Leadership Team (PLT) review all data and identify institutional areas for development.

The external assessment framework is structured across four primary benchmarking domains:

Benchmark Domain	Assessment Instrument	Target Student Cohort	Administration Frequency	Primary Focus & Objective
Cognitive Abilities	CAT4 (Cognitive Abilities Test)	Grade 1 and above	Annually (Term 1)	Evaluates cognitive reasoning abilities and establishes underlying academic potential.
Attainment and Progress in Core Subjects	GL Progress Tests (English, Maths, Science)	Grades 3 - 5	Annually	Tracks year-on-year attainment and progress across core subjects.
Literacy & Reading Proficiency	NGRT (New Group Reading Test)	G1-5	Termly	Monitors reading age, comprehension skills, and sentence completion.

Benchmark Domain	Assessment Instrument	Target Student Cohort	Administration Frequency	Primary Focus & Objective
Literacy & Reading Proficiency	Phonics Screening Check	KG2	Once	National Curriculum Phonics Assessment evaluating decoding skills.
Attitudinal & Affective Survey	PASS (Pupil Attitudes to Self and School)	G1-5	Annual	Measures mindset, self-regard, and attitudes towards school learning.
International Study (UAE National Agenda)	PIRLS (Progress in International Reading Literacy Study)	Grade 4	Every 5 years	Global comparative assessment of reading comprehension trends.

Benchmark Domain	Assessment Instrument	Target Student Cohort	Administration Frequency	Primary Focus & Objective
International Study (UAE National Agenda)	TIMSS (Trends in International Mathematics and Science Study)	Grade 4	Every 4 years	Global benchmarking in Mathematics and Science understanding.

Assessment and Inclusion

Some students of determination will benefit from specific access arrangements when completing assessments. The Inclusion Team works with teachers to identify and support pupils with Special Educational Needs and Disabilities. Pupils are supported using differentiated planning, tasks, learning objectives, and adult support.

On occasion, pupils may need to work on different activities with the Inclusion Team in order to make progress related to their own individual needs and targets. Pupil progress is tracked through Termly Tracker spreadsheets, Toddle, IEP targets (where appropriate), external data, and internal assessments.

3. FEEDBACK & REPORTING

Feedback

At Fairgreen we believe that regular and timely feedback and reporting is the most effective way to support learning. Such feedback helps students reflect on their learning and set goals for next steps and provides the opportunity for dialogue between students, teachers and parents to discuss learning strengths and areas to develop.

Our beliefs are in line with the work of John Hattie¹ who argues that for feedback to be effective it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections.
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt.”
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

Reporting

As an IB PYP school, Fairgreen Primary believes that reporting to parents includes a range of opportunities and strategies, including:

- Formal written school reports that are mostly teacher constructed but may also include student “voice”
- Parent-Teacher conferences
- Three-way conferences
- Student-led conferences
- Exhibitions and Mini-Exhibitions
- Assemblies
- Parent meetings
- Digital portfolios co-created by teachers and students and shared regularly with parents

¹ Hattie, John, and Helen Timperley. "The Power of Feedback." *Review of Educational Research*, vol. 77, no. 1, 2007, pp. 81–112. [SAGE Journals](#)