



AZBUKA Russian-English Bilingual school

Marking and ASSESSMENT POLICY

PERSON RESPONSIBLE: Head Teacher/Deputy head
Approved by: Governors of AZBUKA Foundation
Approved: September 2025
DATE OF NEXT REVIEW: July 2026

All the Azbuka Russian-English Bilingual school policies should be read in conjunction with the Equality Policy, Safeguarding and Child Protection Policy

We believe that effective assessment is an essential element of effective teaching and learning, and provides crucial information without which teaching cannot be appropriately focused on the needs of learners.

We use two different but complementary types of assessment: formative and summative assessments.

Assessment for Learning (AfL)

Assessment for Learning (AfL) is a type of formative assessment, in that it involves a judgement about what the pupil has successfully learned and what the next developmental steps in their learning should be. It therefore informs and directs the teacher's planning, and is used in the classroom to raise pupils' achievement. The sharing of learning intentions with pupils is an important part of AfL, and is based on the idea that pupils will learn most effectively if they understand the aim of their learning, how they have progressed towards that aim, and what they need to learn next in order to achieve it. This principle applies equally to the most able learners and those with additional needs.

Assessment of learning

Assessment of learning refers to formative assessments and involves judging pupils' learning and attainment against the Azbuka Curriculum. Teachers may make these judgments at the end of a unit of work, at the end of each term, and at the end of a key stage.

We give our children regular feedback on their learning so that they understand what it is they need to improve or to learn next. Such feedback will be both oral and written (marking). Research has shown that

pupils' involvement in the process of assessing their own learning (self-assessment) raises standards and empowers pupils to take action towards improving their achievement.

Assessment: aims and objectives

The purpose of assessment in our school is:

- To enable teachers to plan work that accurately addresses the learning needs of each pupil, by ascertaining what they need to learn next;
- To enable teachers to record the attainment and progress of pupils;
- To increase pupils' motivation by celebrating their learning achievements and enabling them to understand what they have learned and what they need to learn next;
- To help pupils recognise the standards they are aiming for, and to understand the criteria of effective learning and achievement;
- To enable teachers to provide regular information to parents and carers about their child's progress in learning and enable them to support their child's education;
- To provide the Head Teacher and governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

Planning for assessment

As teachers plan their lessons, so they should plan for assessment opportunities. These will occur at key points in the lesson and will be based on pupils' response to the learning task in question and, more specifically, to the teacher's use of focused questions, designed to assess learning. In World Around Us, the regular use of retrieval practice activities should be planned, to help children learn key vocabulary; regular use of mind maps can show evidence of pupils' growing knowledge. Teachers will also, of course, plan to assess pupils' understanding more formally through the use of summative tests. In English/Russian language, teachers will plan independent writing opportunities at least every half term. In maths, the use of pre- and post- unit assessments. In World Around Us teachers will plan an end of unit assessment task (see below).

The school uses assessment guidelines, to help teachers assess pupils' progress and attainment. These assessment materials then help the teacher to determine what knowledge; skills or understanding a pupil needs in order to progress to the next level. It is very important that such teacher assessments are based on a range of work in different contexts, over time, and not solely on one or two pieces of work.

Teachers in the Early Years Foundation Stage (EYFS) will plan and assess children's learning against the Early Years Foundation Stage Profile, the Early Learning Goals, and use the EYFS Profile to assess children's achievements and progress.

We use our school's curriculum plan to guide our teaching. This long-term plan follows both the New National Curriculum and Azbuka Bilingual Curriculum. For those pupils working significantly below age-related expectations, teachers will plan additional support, sometimes together with the special educational needs coordinator (SENCO).

We plan our lessons with clear learning intentions. These may differ for groups of differing ability or for individual pupils. Where necessary, teachers' short-term planning (see individual year group half termly plans) will make clear this differentiation. This is based on the teacher's detailed knowledge of each child.

Teachers always clearly explain and review the lesson's learning intention with the children. Criteria for success for a particular learning task in the lesson is made clear, or generated with children, so that pupils can assess their own learning and that of their peers, and to ensure lessons are scaffolded. Some aspects of self-assessment or peer-assessment, against the shared success criteria, will be a common, planned feature of our lessons.

Teachers strive to ensure that learning intentions and success criteria are expressed in language which can be understood by the pupils whom they are teaching. This ensures that children from the very youngest age in school have a good understanding of their learning and are able to talk about it.

Teachers ask well-phrased and carefully directed questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misunderstandings, which they can then plan to address. For World Around Us units, teachers plan an end of unit test. This is moderated with teachers every half term.

For non-core subjects, teachers document and reflect on pupils' progress using the Learning Lab folder on the shared Teachers Drive. Each class maintains an ongoing PowerPoint presentation that evidences the curriculum delivered, the learning objectives covered, and whole-class reflections. This may include photographs, observational notes, video recordings of discussions, and examples of pupil work, particularly for non-written or practical tasks.

To support pupil voice and reflective learning, one non-core subject is selected each half term for a deeper focus. As part of this process, teachers record a video discussion in which pupils reflect on their learning experiences. In addition, each pupil completes an individual reflection sheet. These reflections contribute to formative assessment and are used to inform future planning and differentiation.

By the end of the academic year, every class will have compiled a comprehensive digital record across all non-core subjects, and each pupil will have completed at least one individual reflection for each subject.

For PSHE, evidence is collated in dedicated folders organised by phase: Year 1, Years 2–3, and Years 4–6. This ensures clarity of progression and age-appropriate coverage across key stages. Where appropriate, examples of pupils' outcomes may also be shared via the school's Facebook page to celebrate learning and enhance communication with families.

To assess children's bilingual progress, a whole school Bilingual Assessment project will be set annually at Spring 2. The assessment will be based on one key theme e.g. Keeping Safe / Silk Roads. Children from each year group will produce an outcome for this independently, using Success Criteria, including writing in both languages. Teachers will then meet to moderate the assessments. The Assessment leader will keep a sample from each year group so that bilingual progress can be evidenced across the school.

Target-setting

Target-setting is used by the school in a number of ways and at a number of levels. Each year group has targets for the whole cohort, for reading, writing, mathematics and science, in terms of the percentage of pupils attaining specific levels by the end of the year, and the percentage of pupils working at age-related expectations or above. We also have targets for the percentage of pupils making good progress. These targets are based on each individual pupil's end-of-year target, which will seek to ensure that each individual makes good progress from their starting point at the beginning of the year.

Pupils' progress towards their targets is reviewed termly, and targets revised where necessary.

We also set learning targets for particular areas of the curriculum, especially reading, writing and mathematics. These will often be group targets or, sometimes, individual. We involve pupils in this target-setting and record these targets at the front of their exercise books, or elsewhere, for them to refer to. We ensure that these 'curriculum' targets relate to the learning intentions and success criteria of lessons, and that pupils are able to review their own progress against such targets. The teacher reviews these with each child on a regular basis.

Recording – type of assessments

We use various methods of assessing a child's learning.

Formative

Summative

Observations

Notes

Journals

Photos and video recordings

The type of assessment that we make varies from subject to subject. It is unnecessary to keep a formal record of all these assessments; we record only that which will inform planning for future learning, or contribute towards our overall evaluations of pupils' attainment and progress.

Using the assessment guidelines, teachers record the progress of each child against age-related expectations. This involves making a judgement about the work of each child in relation to the Azbuka Curriculum. This allows us to monitor each child's progress. Teachers use ScholarPack to record day to day formative

assessments towards Azbuka objectives. At the end of each term, teachers use the **formative** tracking to make a summative judgement on children's attainment. This is also recorded on ScholarPack. Summative assessments are prepared by the Deputy Head teacher.

Teachers in EYFS record formative assessments in pupil portfolios and summative in Scholarpack/Moving On forms and summative sheets.

The Assessment Leader/Deputy head/Pre-school manager together with Head and staff can then use this data to analyse progress, learning and engagement, discuss with staff and inform future/ongoing curriculum, planning and teaching.

Reporting to parents and carers

We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about their child's progress.

Twice a year, we offer parents and carers the opportunity to meet their child's teacher. At the first parents' meeting we discuss the targets that we have identified for their child. At the second meeting of the year we evaluate the child's progress as measured against the targets.

During the summer term, we give all parents and carers a written report about their child's progress and achievements during the year. In this report, we also identify target areas for the next academic year. We write individual comments on all subjects.

For Year 1 to Year 6 will use the 'Year End Expectations' and state the minimum requirements a learner must meet in order to ensure continued progress throughout the year in line with age expected standards.

Children are assessed against these 'Year End Expectations'. Children will be in one of the following bands: below expectation, working towards expectation (3 different stages), at expectation, mastering expectation or exceeding expectation.

We offer parents and carers of pupils in the EYFS the opportunity, at parents' meetings as well as incidentally throughout the year, to discuss their child's individual portfolio with the teacher. This will be based on children's achievements against their Early Years Profile and the Early Learning Goals. At EYFS level we also use Moving On form of assessment.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work.

We give children individualised verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages, appropriate to the child's age, thereby getting them accustomed to reading and responding to teachers' comments.

When we give written feedback to a child, we relate this to the learning intention or the success criteria for the lesson. Comments may also relate to the pupil's targets. We make clear whether the learning intention has been met, and we point to evidence to support our assessment (this could be highlighted in yellow, or otherwise). If we consider that the learning intention has not been met, we make it clear why we think so and what the pupil needs to do to improve (this could be highlighted in green for the child to improve). In either case, we identify what the child needs to do in order to produce even better work in the future. In this way, we intend marking comments to be instructional and formative. In KS1, this might take the form of symbols or key words. There is no expectation of the frequency written marking will take place. Children will have opportunities to self-assess and to peer-assess their own and other's work. In the case of independent writing, work must not be marked, but used to assess progress.

It is important to note that not all 'errors', for example, every spelling inaccuracy, will be corrected when a piece of work is marked. Rather, marking will focus on the particular intended learning involved in the task in question or on one aspect so as not to overload the pupil or create unnecessary burden on teachers.

Our marking systems reflect the distinct pedagogical approaches of the Russian and English sections. Each team has developed its own system tailored to their curriculum, learning objectives, and cultural context. While both systems aim to provide meaningful feedback and support student progress, they are not identical. Teachers and staff are encouraged to understand these differences to ensure accurate interpretation of assessments and to foster collaboration across sections where appropriate.

Inclusion and assessment for learning

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are at promoting, for example, racial and gender equality, and including pupils with disabilities or special educational needs.

Moderation of standards

All subject leaders study examples of children's work within their subject area. We will ensure that we make consistent judgements about standards in the school. All subject leaders regularly review samples of children's work within their respective subject areas to ensure consistency in standards across the school. We are committed to making reliable and consistent judgements about pupil attainment and progress. Internal moderation takes place

every half term. During these sessions, the English and Russian sections collaborate to scrutinise children's books, discuss pupil progress, and identify children who may require additional intervention or support. These meetings also help us recognise pupils who may benefit from further challenge and extension.

Monitoring and review

School leaders are responsible for monitoring the implementation of this policy. We allocate designated time for this task. School leaders use this time to scrutinise samples of pupils' work, teachers' marking and assessment records, and to observe the policy being implemented in the classroom. Senior staff will use these observations to make a judgement on the overall effectiveness of the use of assessment and highlight areas of success and identify areas to develop further.

Senior staff monitors pupils' overall progress on a regular basis so that possible under-achievement can be identified and addressed as soon as possible.

Every half term, senior staff will meet with teachers to review progress towards end of year targets and set interventions if necessary. Using termly data, senior staff and teachers will discuss, and make judgements on, the progress of children using a variety of evidence eg lesson reviews, books, end of unit assessments, independent writing samples etc and agree on children's current attainment. End of year targets can then be reviewed. If necessary, at this stage, intervention sessions can be planned to support children in making rapid progress and closing any gaps.