



# Assessment Policy

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*Reviewed on September 2016*

*Principal*

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# ASSESSMENT POLICY

## 1. INTRODUCTION

- 1.1 At JSS Private School believe that effective assessment is to inform planning for the next steps in learning for individual and groups of students in order to support and maximize attainment. Lesson objectives and outcomes should provide clarity in assessing progress. In our school we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.
- 1.2 Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise student achievement. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this and how they can achieve this aim (i.e. to close the gap in their knowledge and skills). Self-evaluation is a key component of assessment in the school.
- 1.3 Assessment of learning (summative assessment) involves judging students' performance against UK JSSPS EARLY YEARS CURRICULUM (BEST PRACTICES OF JSSPS EARLY YEARS CURRICULUM (BEST PRACTICES OF EYFS)) and CBSE standards. Teachers make these judgments at the end of a unit of work, termly and at the end of each academic year.
- 1.4 We give our students regular oral and written feedback on their learning so that they understand how to progress. Their involvement in the review process raises standards and it empowers students to take action towards their next steps in learning.

## 2. OBJECTIVES

- 2.1 The objectives of assessment in our school are:
  - to enable students to demonstrate what they know, understand and can do in their work;
  - to help students recognize the standards to aim for, and to understand what they need to do next to progress in their work;
  - to use a range of assessment strategies such as: oral, interaction, questioning, observing, discussion, peer and self-assessment;
  - to give equal opportunities to students with varied learning styles;
  - to allow teachers to plan work that accurately reflects the needs of each student;
  - to provide regular information for parents that enables them to support their child's learning;
  - to provide Senior and Middle Leaders with information that allows them to make judgments about the effectiveness of the school.

## 3. PLANNING FOR ASSESSMENT

- 3.1 We use our school's curriculum plans to guide our teaching. In this plan we give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.

- 3.2 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each student. We strive to ensure that all tasks set are appropriate to each student's ability. Our lesson plans make clear the expected outcomes for each lesson.
- 3.3 Teachers always share the lesson's learning objective(s) with students as the lesson begins. They also indicate the way in which the activity is linked to the learning objective and the criteria against which the work will be judged. Students should have a clear understanding of the aims of their work and what steps they need to take to complete it successfully.
- 3.4 Teachers ask well-phrased questions and analyze students' responses to find out what they know, understand and to reveal their misconceptions.

#### **4. TARGET SETTING**

- 4.1 We set targets for all students using formative and summative assessments throughout the academic year. We discuss individual targets and communicate these to parents.
- 4.2 Students are encouraged to set their own targets alongside their teacher and be made fully aware of how they can progress within their learning to achieve their learning targets. This is to encourage students to become active learners who take responsibility for and manage their own learning (as opposed to passive recipients of the knowledge offered by the Teacher).
- 4.3 Following termly gap analysis, students' performance is discussed in year/department team Target Group meetings. Based upon this targets are reviewed and intervention strategies put in place with clear timelines.

#### **5. RECORDING**

- 5.1 We recognize various methods of assessing a student's learning. A range of formative and summative assessments are recorded to inform next steps in learning.
- 5.2 We use our annotated lesson plans as a record of progress measured against learning objectives.
- 5.3 We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the UK JSSPS EARLY YEARS CURRICULUM (BEST PRACTICES OF JSSPS EARLY YEARS CURRICULUM (BEST PRACTICES OF EYFS)) and CBSE programs of study. Our teachers record the progress of each student against these broad objectives. This enables them to make a judgment about the work of each student in relation to the JSSPS EARLY YEARS CURRICULUM (BEST PRACTICES OF EYFS) / CBSE levels of attainment. Each teacher passes this information on to the next teacher at the end of each year.

#### **6. REPORTING TO PARENTS**

- 6.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

- 6.2 We offer parents the opportunity to meet their child's teacher formally three? times per year. Following Target Group Meetings we share with parents how they can help at home to support attainment.
- 6.3 The parents receive two written reports of their child's progress and attainment during the year. In these reports we identify target areas for the next term or school year.
- 6.4 We offer parents of students in KG 1 and 2 termly opportunities to discuss with the teacher their child's Learning Profile using Performance Indicators.

## **7. FEEDBACK TO STUDENTS**

- 7.1 We believe that positive and constructive feedback to students 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.
- 7.2 We give students on-going verbal feedback on their work. We usually do this when students are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. We write comments on the children's work during marking. We give written comments to students' age appropriately which are both positive and constructive.
- 7.3 Having students assess their own or each other's work is an integral aspect of AfL in the school. We have an agreed code of marking that is used by Teachers and students for peer and self - assessment. Marking should support a student's learning and it should be remembered that too many marks on a piece of work can overwhelm and demoralize a student.
- 7.4 We allow time at the beginning of each lesson for students to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when students enter into a dialogue about their work.

## **8. CONSISTENCY**

- 8.1 All subject leaders study examples of students' work and set up a monitoring and moderation schedule within their subject area. Subject leaders use the JSSPS EARLY YEARS CURRICULUM (BEST PRACTICES OF JSSPS EARLY YEARS CURRICULUM (BEST PRACTICES OF EYFS)) / CBSE exemplification materials to make judgments about the levels of students' work and complete a gap analysis. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject.
- 8.2 Book scrutinizes are conducted throughout each academic year with regard to consistency in terms of marking, presentation, progression, differentiation, assessment policy, target setting and SOW.

## **9. IMPORTANT FEATURES**

A system of Comprehensive Continuous Evaluation (CCE) is followed in JSS Private School. The scope of evaluation in JSSPS extends to almost all the areas of learners' personality development. It include both

scholastic and co-scholastic areas, i.e. it is *comprehensive* in nature. Assessment is continuous and reveals the strengths and weaknesses of learners more frequently, so that the learners have better opportunity to understand and improve themselves. It also provides feedback to the teachers for modifying their teaching-learning and assessment strategies. The details of the evaluation system are mentioned below.

### **Kindergarten**

Is based on the following criteria:

- ❖ Seven areas of learning namely

### **Prime Areas**

Personal, Social and Emotional Development (PSED)

Communication and Language (CL)

Physical development (PD)

### **Specific Areas**

Literacy (L)

Mathematics (M)

Understanding the World (UTW)

Expressive Arts and Design (EAD)

### **AN ASSESSMENT TICK LIST IS MADE BASED ON THE FOLLOWING POINTS**

- ❖ Two focussed activities in each area to be assessed for every theme.
- ❖ Each activity to be assessed for a period of two weeks. Remarks and next steps for learning to be recorded for every activity.
- ❖ Students are grouped in various categories( emerging, expected or exceeding )
- ❖ Results to be published on pupil pod at the end of every term.

### **ANECDOTAL RECORD**

- ❖ Significant observations to be made in the anecdotal book. These can be spontaneous or planned and need to be dated.
- ❖ To collect information children should be spoken to and their responses need to be recorded, their conversation with their peer group and their works to be observed and recorded.

### **LEARNING JOURNEY**

An average of seven annotated photographs per theme reflecting significant learning to be part of the 'LEARNING JOURNEY.

### **GENERAL REMARKS FOR REPORT CARD**

- ❖ Remarks will be based on the progress made in each area of learning and recommendations for the same.
- ❖ A consolidated report of each learner's performance in the themes is recorded.

### **PARENT PARTNERSHIP**

- ❖ Parents will have access to records related to his/her child.
- ❖ Regular opportunities should be arranged to talk to parents about children's progress.
- ❖ Formal discussions regarding children with particular concerns will be dated and recorded.

## **GRADES I To X**

THE ASSESSMENT AND EVALUATION SCHEME FOR GRADES I TO X IS AS PER THE CBSE INITIATIVE OF CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE) IS SPREAD OVER FORMATIVE AND SUMMATIVE ASSESSMENTS.

CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE) IS A HOLISTIC ASSESSMENT OF A LEARNER'S GROWTH INTEGRATED INTO THE TEACHING AND LEARNING PROCESS AND COVERS BOTH SCHOLASTIC AND NON-SCHOLASTIC AREAS. OUR SCHOOL FULLY SUBSCRIBES TO THE CBSE INITIATED CCE POLICY WHICH AIMS AT MAKING ASSESSMENT A REGULAR ELEMENT IN CLASSROOM TRANSACTIONS. ASSESSMENT AND EVALUATION IS SPREAD OVER TWO TERMS AND COVERS BOTH SCHOLASTIC AND NON-SCHOLASTIC AREAS OF EDUCATION USING BOTH FORMATIVE AND SUMMATIVE ASSESSMENT METHODS.

**FORMATIVE ASSESSMENT: TAKEN** DURING THE PROCESS OF LEARNING, THESE ASSESSMENTS ARE BROADLY SPREAD OUT AS

- DIAGNOSTIC ASSESSMENT, TAKEN AT ENTRY LEVEL TO UNDERSTAND LEVEL OF READINESS AND PRIOR KNOWLEDGE.
- ASSESSMENT FOR LEARNING (AFL) OCCURS WHILE THE LEARNING OF CONCEPT/LESSON IS IN PROGRESS.
- ASSESSMENT OF LEARNING (AOL) OCCURS AT DEFINITE STAGES AND IS BASED ON AGREED CRITERIA

Assessment for Learning (AFL) is an integral part of class room transactions and conducted while the concept/lesson is in progress and can be through self or peer assessment, oral/written quiz, multiple choice questions and others assessment tests that give ongoing feedback to students for the next steps towards improvement.

Assessment of learning (AoL) is a formally graded record of achievement based on agreed criteria through

- a. Home/Class assignments
- b. Oral / Written quiz
- c. Self/Peer assessment
- d. Group activity / Presentations
- e. Projects/Worksheets
- f. Unit tests/Multiple Choice Questions/Descriptive Tests/ Skill Based Tests.

**SUMMATIVE ASSESSMENT:** Summative assessments grade student's exit achievement. This includes Term/Final examination and occurs at the end of learning/instructional experience through formal paper/pencil tests and practical examinations (where ever applicable. These are governed by a formal design of question paper that focuses on specific Chapters/Units/Concepts. The types of questions used for this can be Multiple Choice, Very Short Answer Questions, Short Answer Questions, and Long Answer Questions which test Knowledge, Understanding, Application, Communication and Higher Order Thinking Skills.

Results of formative assessments are shared with parents on an ongoing basis while term end results containing both formative and summative assessment is shared by way of formal report on the day of Open House at the end of Term I and Term II. The weight age, time schedule and grading system for these assessments are as given below.

Grade IX & X – Scheme of Examination:

Class	Term	Assessments	Description
IX	I	FA1, FA2	School based internal assessment
		SA1	Question Papers (on syllabus of Term I) and Marking Scheme supplied by the Board and evaluation carried out by the school
IX	II	FA3, FA4	School based internal assessment
		SA2	Question Papers (on syllabus of Term II) and Marking Scheme supplied by the Board and evaluation carried out by the school
X	I	FA1, FA2	School based internal assessment
		SA1	Question Papers (on syllabus of Term I) and Marking Scheme supplied by the Board and evaluation carried out by the school
X	II	FA3, FA4	School based internal assessment
		SA2	For Schools affiliated upto Senior Secondary :  Board Conducted SA2 – For those who wish to move out of the CBSE System after Class X: The Examination shall be conducted as per past practice by the Board. Question Papers (on syllabus of Term II) and Marking Scheme prepared by the Board and evaluation carried out by the Board through External Examiners.

The syllabus for School conducted as well as Board conducted SA2 in Class X will be based on Term-II syllabus only.

WEIGHTAGE FOR ASSESSMENTS (I- X)

TYPE OF TEST	WEIGHTAGE
Formative I	10%
Formative II	10%
Summative Examination	30%
Formative III	10%
Formative IV	10%
Summative Examination	30%
	100%

GRADING SYSTEM FOR GRADES I TO X (Islamic Studies, Arabic, UAE Social Studies – Subjects of GROUP A)

GROUP A				
GRADING SYSTEM (1 – 10) : (6 POINT SCALE)				
Marks	Grade (Name)	Min Mark	Max Mark	Subjects
90 – 100	A +	9.0	10	ISLAMIC STUDIES, ARABIC,
80 – 89	A	8.0	8.9	
70 – 79	B	7.0	7.9	
60 – 69	C	6.0	6.9	
50 – 59	D	5.0	5.9	
00 – 49	E	0	4.9	

UAE SOCIAL STUDIES				
GRADING SYSTEM (1-10) : (6 POINT SCALE)				
Marks	Grade (Name)	Min Mark	Max Mark	Subject
90 – 100	A +	9.0	10	UAE SOCIAL STUDIES
80 – 89	A	8.0	8.9	
70 – 79	B	7.0	7.9	
60 – 69	C	6.0	6.9	
50 – 59	D	5.0	5.9	
40 -49	E1	4.0	4.9	
Less than 40	E2	0		

GROUP B				
GRADING SYSTEM (1 – 10) : (9 POINT SCALE)				
Marks	Grade (Name)	Min Mark	Max Mark	Subjects
91 – 100	A1	9.1	10	ENGLISH, II LANGUAGE, MATHEMATICS, GENERAL SCIENCE, SOCIAL STUDIES MORAL INSTRUCTION (FOR NON MUSLIMS)
81 – 90	A2	8.1	9	
71 – 80	B1	7.1	8	
61 – 70	B2	6.1	7	
51 – 60	C1	5.1	6	
41 – 50	C2	4.1	5	
33 – 40	D	3.3	4	
21 – 32	E1	2.1	3.2	
00 – 20	E2	0	2	
SOCIAL STUDIES (INDIAN)* - APPLICABLE FOR GRADES VII TO X				

Part 1B – (For Grades IX & X only):- Scholastic B (Work Experience / Art / Physical Education) This will assess students for work experience, Art education, Physical & Health Education. It is assessed on a 5 point grading scale

Scholastic IB (Work Experience / Art / Physical Education)					
GRADE	A+	A	B+	B	C
GRADE POINT	5	4	3	2	1

**GRADING SYSTEM OF GRADES CO SCHOLASTIC AREAS**

GRADES I-X	
2A	Life Skills ( Thinking/Social/Emotional)
2B	Work Education
2C	Visual & Performing Arts
2D	Attitudes & Values (Towards Teachers/School Mates/ Environment/Value System/)
3A	Activities ( Any 2) (Literary/Scientific/ICT/clubs)
3B	Health & Physical Education ( Any 2) (Sports/NCC/Scouting& Guiding/Swimming/Yoga/etc)

Co Scholastic (2A)					
GRADE	A+	A	B+	B	C
GRADE POINT	5	4	3	2	1

Co Scholastic (2A,2B,2C,2D,3A,3B)					
GRADE	A	B	C	D	E
GRADE POINT	4.1-5	3.1 - 4	2.1- 3	1.1 -2	0-1

Co Scholastic (2B,3A,3B)			
GRADE	A+	A	B
GRADE POINT	3	2	1

Co-Scholastic Areas that reflects into aspects of personality development will be assessed using a 5 point or a 3 point scale as is applicable as per the CBSE guidelines. The grades will be reflected in the report card twice a year.

Merit Certificate: 75 %and above in five subjects.

<b>SCHEME OF EXAMINATION</b>				
<b>GRADE 11 and 12</b>				
<b>SUBJECTS</b>			<b>MARKS</b>	<b>DURATION</b>
<b>S C I E N C E</b>	English		<b>100</b>	<b>3 Hrs</b>
	Phy/ Che/Bio/ Comp/ Phyc/PE	Theory	<b>70</b>	<b>3 Hrs</b>
		Practical	<b>30</b>	<b>3 Hrs</b>
	Mathematics		<b>100</b>	<b>3 Hrs</b>
<b>C O M M E R C E</b>	English		<b>100</b>	<b>3 Hrs</b>
	Accountancy	Theory	<b>80</b>	<b>3 Hrs</b>
		Practical	<b>20</b>	<b>3 Hrs</b>
	Business Studies	Theory	<b>80</b>	<b>3 Hrs</b>
	Economics	Practical	<b>20</b>	<b>3 Hrs</b>
	Mathematics			
	Marketing	Theory	<b>80</b>	<b>3 Hrs</b>
Practical		<b>20</b>	<b>3 Hrs</b>	

### **PROMOTION CRITERIA**

#### **KG 1 & KG 2:**

A child is promoted to the next grade based on his performance in various areas of the KG curriculum.

#### **Grade I to VIII:**

- Attendance: A minimum of 75% attendance per term is mandatory for a student to be promoted to the next grade.
- Scholastic Areas: A student must obtain a minimum of the following marks in each subject.

Subjects	Marks
I. St.	50%
Arabic	40%
S.St	40%
English	33%
Math	33%

Science	33%
Hindi	33%
French	33%
V. Ed.	40%

- Co scholastic Areas: A student must obtain a minimum of an overall "C" Grade in the Co scholastic areas on a five point scale.
- A student may remain in the same grade for the next academic year if the parent so desires. A written request from the parent will be forwarded to the KHDA for their kind approval.

### **Grade IX to XII:**

- ❖ Promotion will be based as per the CBSE and KHDA guidelines.

### **Commendation Awards**

#### **Academic Awards:**

- All awards will be based on the Ministry sheet.
- A student should be present for all the Formative and Summative Assessments. (Retest cases will not be eligible)

### **The Genius**

The Genius Award is conferred to students who achieve the highest aggregate percentage in the academic year in all sections.91t. that grade provided they get a minimum of A2 grade in Arabic and Islamic/Value Education followed by a minimum percentage in core subjects according to different grades as below:

Grades	Minimum percentage required
1 and 2	95% in English, Math, EVS, 2nd Language and S.St
3 to 5	90% in English, Math and EVS along with a minimum of 80% in 2nd Language and S.St
6 to 8	85% in English, Math and EVS along with a minimum of 75% in 2nd Language and S.St
9 to 12	80% in each of the electives

### **The Specialist**

The specialist Award will be given to the students securing highest in a particular subject amongst all sections of that grade (not less than 85% for grades 1-V and not less than 80% for grades VI-XI).

### **Mr. / Ms. Versatile:**

Mr. / Ms. Versatile prize will be given to a deserving child who has excelled in both academics as well as in co-curricular activities throughout the academic year.

**Virtuoso:**

Virtuoso prize is conferred to the exceptional students who have brought fame to the school by consistently performing brilliantly in Music, Dance, Sports, Debate, Quiz, and Dramatics etc. in both junior and senior categories.

**Mr. / Ms. Consistent:**

A student gets a Mr. / Ms. Consistent award if he / she achieve a 100% attendance in the whole academic year. Excused leaves are not counted while considering the attendance for the award.

**Principal's Award:**

The Principal's Award is conferred upon a student if only he/she meets the following criteria:

- 1) Should be a student of JSS PS Dubai for 3 years.
- 2) Bears good character and is recommended by the Class Teacher, the Academic and Activity Supervisor and Headmistress.
- 3) Should have participated in at least 4 co-curricular activities and won at least 2 inter school competitions.
- 4) The student is required to submit an essay of 500 words or a poem of 100 words on a given topic.
- 5) Should be actively involved in Community Service.

Please note it is the privilege of the Principal to select the recipient. This award may not be conferred every year.

**JSS PS Scholarship 2016-17**

JSS PS invites applications for scholarships to its students for the 2016-17 academic year. Scholarships are open to students entering grade XI in the year 2016-17 who demonstrate a passion for academic excellence, leadership and social responsibility.

**Criteria:** to be eligible for the scholarship students should

- ❖ have an average achievement of 80% or higher in the core subjects over the last two preceding years.
- ❖ have innate leadership qualities shown at various platforms like heading the students council, leading the school teams successfully at national and international level interschool competitions.
- ❖ have genuine commitment to community service demonstrated through achievements at national or international level projects and /or innovative undertaken.

**Applicants are required to**

- ❖ Submit academic records from the four preceding school years; the last two years must have a grade average of A2.
- ❖ Submit a short written essay on my goals and aspirations.
- ❖ In a personal interview/Group Discussion demonstrate potential for making a positive contribution to JSS PS Community. The general area of topics for discussion may be the following:
  - Innovation and creativity at JSS PS.
  - JSS PS as an outstanding school community.
  - Role of JSS PS in bringing about positive change in the society.

**Reward:**

❖ In the first of its kind JSS PS will offer a full waiver of fee for the current academic year to two eligible students which may be further extended to next year upon continued successful performance (raising the performance bar by at least 5% from the entry level) in academic activities.

**Note:**

- The management reserves the right to change the conditions/rules of the scholar-ship at any point of time if the conditions require such changes.

## WORK SAMPLING POLICY

### Work Sampling will be undertaken to:

- evaluate learning and progress, standards of attainment, attitudes to work, typicality of teaching across the school and over time, curriculum coverage, adherence to school policies, such as marking, calculation.
- identify the detail of the strengths and weaknesses on a specific area of the school's provision which is weak .
- evaluate the impact of the actions taken by the school to improve an identified area of weakness and identify the next steps to secure further improvement

### Work Sampling allows staff to discuss:

- Review Attainment (Overall standards of current work based on National attainment targets)
- Examine and discuss Differentiation
- Look at Progress (Progress since the beginning of the school year)
- Examine Attitudes ( Any indications of pupils' attitudes and response to their work)
- Comment on Teaching (Quality of marking; cross-curricular skills; match to pupil's levels of attainment; link between assessment and planning)
- Identify Strengths and areas for development

<b>Roles and responsibilities</b>	
<b>Head of Assessment role</b>	<b>Supervisor/Subject leader role</b>
<ul style="list-style-type: none"> <li>• Identifies the focus and frequency</li> <li>• Creates a monitoring schedule for the year</li> <li>• Ensures subject leaders have clarity about their role in the process</li> <li>• Builds in time for feedback from the monitoring activity</li> <li>• Works with the supervisor (s) &amp; subject leader(s) to ensure school/ subject action planning reflects key areas identified for improvement, with specific actions, with a short timeline (no more than 6 weeks), impact review and report for staff and SMT, time to plan next actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Informs staff of the area of focus and monitoring and feedback date</li> <li>• Carry out work scrutiny</li> <li>• Complete a monitoring summary report</li> <li>• Feedback to Head of Assessment</li> <li>• Provide feedback to individuals and staff</li> <li>• Plan support/coaching for individual teachers/group of teachers as required</li> <li>• Evaluate the impact of actions using next work scrutiny, triangulated with pupils' progress tracking data and pupil feedback</li> </ul>

## **Work Sampling Procedures**

### **Calendar: -**

- The Assessment Team will identify the weeks in the year when the samples are to take place.
- At the start of each academic year staff will be informed of the calendar for work sampling and made aware of the procedures in place.
- Each grade will be sampled a minimum of twice per term across the academic year.
- In each sample a range of lessons will be visited throughout the allocated week.

### **Process: -**

The weeks allocated to work sampling will be published annually as part of the Event calendar.

Staff will be reminded 7 days before the sample begins of the forthcoming work scrutiny. They will not be informed of the specific lesson that will be visited.

SMT will use the school timetable to organise a timetable of visits to lessons to ensure fair distribution of samples.

Staff should ensure that during the allocated week assessment work and class notes are available for the Assessment team to sample. This includes ensuring that electronic work is available.

### **Outcomes: -**

All work reviewed will be signed and dated or stamped by a member of the Assessment team who are conducting the sample. This will be in the front of the latest exercise book or portfolio.

Each teacher will be provided with a brief review of the findings of the Assessment team.

The work sampling form will be used to record the findings of the sample. A summary of the action points will be shared with the staff through publication in an email. Termly, the group will report to the Management on the findings as part of the Assessment team report.

Good practice witnessed during the sample will be added – by agreement - to the Good Practice Database. A brief praise postcard will be issued to teachers who have demonstrated outstanding/good assessment practice.

### **Records: -**

Records will be kept centrally by the IT Dept. and used anonymously to inform the School Improvement Plan and the wider development of teaching and learning. However, these records can be requested and used as part of Appraisal or Competency proceedings.