



**GARDEN CITY
BRITISH SCHOOL**

2017-2018

Policy: Assessment Procedures

At GardenCity British School assessment is a continuous process which is at the heart of learning and teaching. It incorporates a range of methods to evaluate, measure, record and support the progress of our students.

Assessment allows us to:

- raise standards of learning by target setting
- differentiate work for individuals, groups and cohorts through identifying next steps in learning
- support progression in learning through planning
- share learning intentions with students
- enable students to understand what they have achieved
- help students know and recognise the standards they are aiming for
- identify students for intervention
- inform parents and other interested parties of the child's progress
- complete a critical self-evaluation of the school

The three aspects of assessment

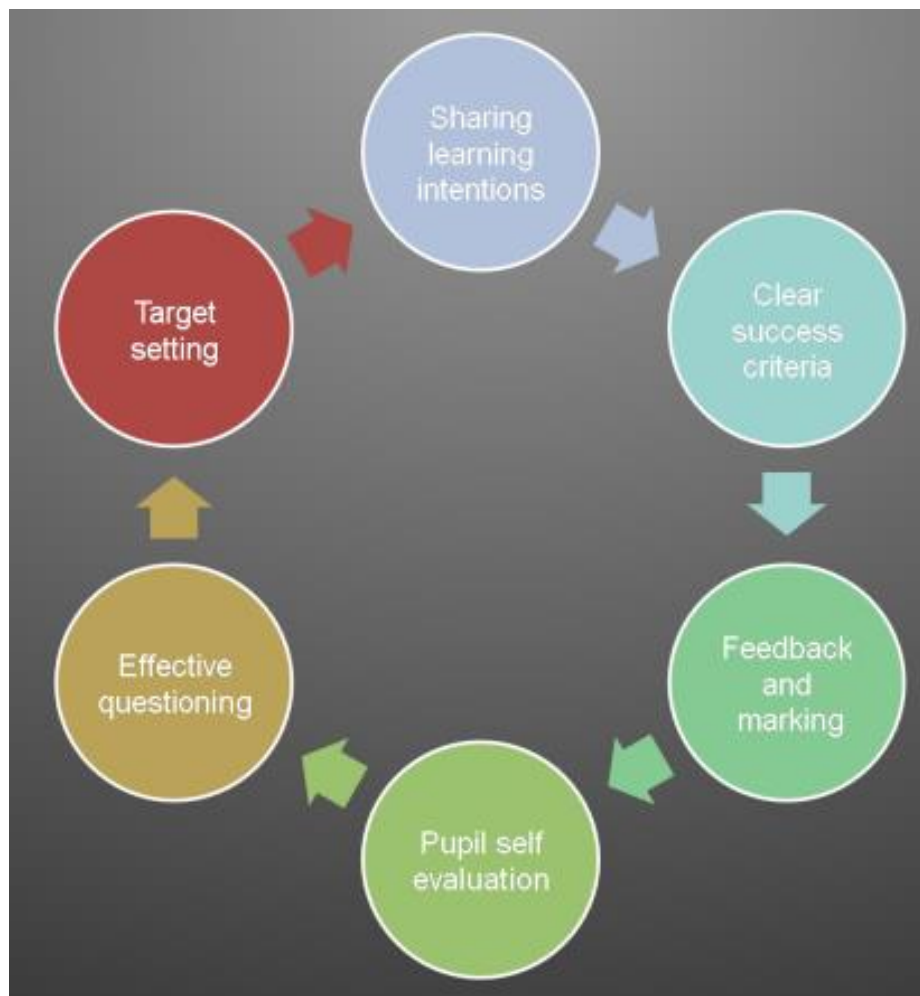
- **Day-to-day assessment for learning:** this is formative assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement
- **Periodic review: a profile of students' learning using assessment criteria.** This helps teachers to track students' progress, outside of lessons, by using precise criteria to discover the standards they are reaching and what needs to be planned for next to secure further improvement.
- **Summative assessment** – tests used to inform teacher judgements and also standardised assessments. This will also include external examinations where relevant.

Assessment for learning (AFL)

The features of assessment for learning are at the core of the pedagogic approach that has resulted in very high standards being achieved. In brief, the key elements of effective AFL are:

- assessment being done with students, rather than being done to them
- a clear, specific lesson intention being communicated to students
- the use of success criteria as a checklist, or aid memoire, to assist students to achieve the learning intention
- the teacher using effective questioning strategies, such as asking a significant number of open ended questions

- participatory learning, with students having frequent opportunities to speak and make sense of what they are learning
- 'dialogic talk' - this involves extended student talk, with the teacher asking probing, supplementary questions and '*the talk not always returning to the teacher*'. Instead, the student voice is prominent and there are opportunities for students to comment on the contributions of their peers. In this way the talk is 'more evenly distributed around the classroom'
- self-assessment and peer assessment against the success criteria established
- the teacher providing constant feedback on students' performance and how individuals can improve. This takes the form of in class oral feedback and diagnostic written feedback that acknowledges success whilst also pointing out the next steps a student needs to take to improve
- mid-session and end of lesson plenaries being used to review what has been learnt and develop students' understanding of the learning process and how it is possible for them to improve.



We will:

- evaluate students learning during and after each lesson to identify those students with particular needs (including those who are more able) so that future planning can reflect this
- ensure students are aware of the learning intention and encourage them to evaluate their progress so that they understand the next steps they need to make
- encourage students to evaluate their own work against success criteria based upon specific, key learning objectives
- provide constructive marking and feedback in line with school policy
- set individual, challenging targets in Maths and English on a regular basis and discuss these with the students so that they are involved in the process
- regularly share these targets with parents to include them in supporting their child's learning – this is through parent-teacher discussions and formal school reports
- Use a range of assessment techniques to identify progress towards specific assessment criteria leading to end of year expectations completing tracking digitally using Bronze, Silver and Gold system.
- Complete formal assessments according to the school schedule and store this digitally to track progress.

Assessment Tracking

Assessment tracking is a systematic part of our school's work which will be used to track each cohort and individuals in the school. The tracking system explicitly shows next steps in learning therefore identifying clearly the needs of every student. It is through an effective tracking system that the school develops a clear understanding of how to raise standards.

The discipline of regularly analysing students' attainment and achievement will ensure that every student has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

We will:-

- follow the School Assessment schedule and update the data on a regular basis e.g. weekly
- use and analyse information to identify attainment and progress within a class, groups and cohort at the end of each term
- analyse the data and review targets for individuals and use the information to identify intervention groups, including those students who are gifted and able and those with special educational needs
- moderate writing and identify end of year expectation examples
- pass cohort data and analysis to the next teacher

- Through student progress meetings highlight students who have made limited progress or are working below age expectations and discuss these students on a termly basis with teachers. Likewise identify next steps for students who are exceeding expectations.
- report to Board statutory test results and cohort data

Reporting

Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. Parent-teacher meetings are held in November, January and April. These meetings are focused on target setting and progress since previous meeting.

Written reports for Garden City British School British School students are written at end of term 1 and term 2 (grade card) and at end of term 3 (full report).

Reports contain judgements on attainment, progress, effort and any barriers to learning. Parents will be informed of teacher assessment using the terms emerging, expected or exceeding to show current attainment against expectations. Progress and effort is judged using a 5 point scale ranging from outstanding to not meeting expectations. Examples of report reports are contained in Appendix 2

At EYFS the reports are provided as a grade card at the end of term 1 and term 2 assessing against each of the areas of learning. In addition, Arabic attainment and progress is also reported. In June, KG1 (FS2) parents will also receive a report on their child's EYFS profile.

Reports are written so that they have a positive effect on students' attitudes, motivation and self-esteem however honesty and integrity will also be maintained.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence available to justify judgements made.

We will:

- use guidance from STA for end of key stage expectations and assess against these standards
- meet regularly to moderate writing
- moderate work through planning and book scrutiny, feeding findings back to members of staff

Appendix 1

KG2

- Term 1 and 2 – track students on EYFS tracking grid as necessary – data collated at end of each term
- Assess phonics on a 6-8 week cycle.
- Assess 100 HFW reading and spelling at end of each term
- Assess 200 HFW where appropriate at end of each term
- Assess each child, where appropriate, on band 1 (KG2) criteria using Bronze, Silver and Gold for English, Maths and Science at the end of each term.
- Use CIE Maths tests at end of term 3.
- Formal Science test to assess knowledge and understanding.
- 3 writing assessment opportunities to be used at end of term 3 to formally assess writing.
- At end of term 3 complete Year 1 Phonics Check for all students as appropriate.

Grade 1

- Term 1 track students on EYFS tracking grid as necessary – data collated at end of each term
- Assess phonics on a 6-8 week cycle.
- Assess 100 HFW reading and spelling at end of each term
- Assess 200 HFW where appropriate at end of each term
- Assess each child, where appropriate, on band 1 (KG2) and Band 2 (Grade 1) criteria using Bronze, Silver and Gold for English, Maths and Science at the end of each term.
- Use CIE Maths tests at end of term 3.
- Formal Science test to assess knowledge and understanding.
- 3 writing assessment opportunities to be used at end of term 3 to formally assess writing.
- At end of term 3 complete Year 1 Phonics Check for all students as appropriate.
- NFER Test A to be completed at end of term 3
- Vernon Spelling test to be completed at end of term 3

Grade 2

- Assess phonics on a 6-8 week cycle where appropriate.
- Assess 100 HFW reading and spelling where appropriate at end of each term
- Assess 200 HFW where appropriate at end of each term
- Assess each child, where appropriate, on band 1 (KG2), Band 2 (Grade 1) and Band 3 (Grade 2) criteria using Bronze, Silver and Gold for English, Maths and Science at the end of each term.
- Use CIE Maths tests at end of term 3.
- Formal Science test to assess knowledge and understanding.
- 3 writing assessment opportunities to be used at end of term 3 to formally assess writing.
- At end of term 3 complete Year 1 Phonics Check where appropriate.

- NFER Test B to be completed at end of term 3
- Vernon Spelling test to be completed at end of term 3

Grade 3

- Assess phonics on a 6-8 week cycle where appropriate.
- Assess 100 HFW reading and spelling where appropriate at end of each term
- Assess 200 HFW where appropriate at end of each term
- Assess each child, where appropriate, on band 1 (KG2), Band 2 (Grade 1), Band 3 (Grade 2) and Band 4 (Grade 3) criteria using Bronze, Silver and Gold for English, Maths and Science at the end of each term.
- Use CIE Maths tests at end of term 3.
- Formal Science test to assess knowledge and understanding.
- 3 writing assessment opportunities to be used at end of term 3 to formally assess writing.
- At end of term 3 complete Year 1 Phonics Check where appropriate.
- NFER Test B to be completed at end of term 3
- Vernon Spelling test to be completed at end of term 3

Grade 4

- Assess phonics on a 6-8 week cycle where appropriate.
- Assess 100 HFW reading and spelling where appropriate at end of each term
- Assess 200 HFW where appropriate at end of each term
- Assess each child, where appropriate, on band 1 (KG2), Band 2 (Grade 1), Band 3 (Grade 2), Band 4 (Grade 3) and Band 5 (Grade 4) criteria using Bronze, Silver and Gold for English, Maths and Science at the end of each term.
- Use CIE Maths tests at end of term 3.
- Formal Science test to assess knowledge and understanding.
- 3 writing assessment opportunities to be used at end of term 3 to formally assess writing.
- At end of term 3 complete Year 1 Phonics Check where appropriate.
- NFER Test C to be completed at end of term 3
- Vernon Spelling test to be completed at end of term 3

Grade 5

- Assess 100 HFW reading and spelling where appropriate at end of each term
- Assess 200 HFW where appropriate at end of each term
- Assess each child, where appropriate, on band 1 (KG2), Band 2 (Grade 1), Band 3 (Grade 2), Band 4 (Grade 3), Band 5 (Grade 4) and Band 6 (Grade 5) criteria using Bronze, Silver and Gold for English, Maths and Science at the end of each term.
- Use CIE Maths tests at end of term 3.
- Formal Science test to assess knowledge and understanding.
- 3 writing assessment opportunities to be used at end of term 3 to formally assess writing.

- At end of term 3 complete Year 1 Phonics Check where appropriate.
- NFER Test C to be completed at end of term 3
- Vernon Spelling test to be completed at end of term 3

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