



DOHA ENGLISH SPEAKING SCHOOL

Learning Together • High Expectations • Celebrating Success

School Faculty Feb 2018

Assessment Policy

Introduction

This document is a statement of the aims, principles and strategies for assessment at Doha English Speaking School.

It has been updated in the 2017-2018 academic year through a process of consultation with the senior management team and teaching staff. It is implemented in partnership with the DESS Curriculum Policy and will be reviewed in line with the DESS' School Improvement Plan.

What is Assessment?

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set. It empowers children to recognise their individual learning goals and what they need to do in order to achieve them whilst allowing teachers and Senior Managers to monitor children's progress and set accordingly.

At DESS, we recognise that assessment is an integral part of teaching and learning, evident in every lesson and its main purpose is not only to motivate and encourage learners, but to support teaching and learning, as it identifies what pupils already know and what their next steps should be. It is used to guide future planning, teaching and curriculum development, whilst informing parents and Governors of pupil achievement.

Assessment for Learning

Assessment for Learning is used throughout the school as a tool to engage children in their learning and help them to understand what they need to do in order to succeed.

The aim of the teacher is to provide regular, daily opportunities for children to be taught to understand both the learning objectives and the assessment criteria and to use these in assessing their own learning outcomes. As a school, we have taken forward formative practice in four areas:

- questioning;
- learning objectives and success criteria, steps to success
- feedback through marking;
- peer and self-assessment by pupils.

Assessment for Learning ensures that children are involved in all their learning and are taught the habits and skills required not only to understand and take ownership of their learning, but develop the objectivity required for effective self-assessment, ultimately, becoming independent learners.

Types of Assessment

Formative: This is the on-going assessment carried out by teachers informally during a unit of work. The result of formative assessment has a direct impact on the planning and every day teaching. Strategies are employed effectively on a day to day basis to ensure pupils make progress. Marking, recording and observations aid individual pupil target setting. Feedback given at Year Group meetings informs future planning.

At DESS, Classroom Monitor is used as a formative tracking tool. Teachers assess children against the objectives on an ongoing basis. The tracking indicates the standards achieved by the children and highlight how well the children have grasped the concept using the terms; emerging, emerged, securing, secure, exceeding and mastery.

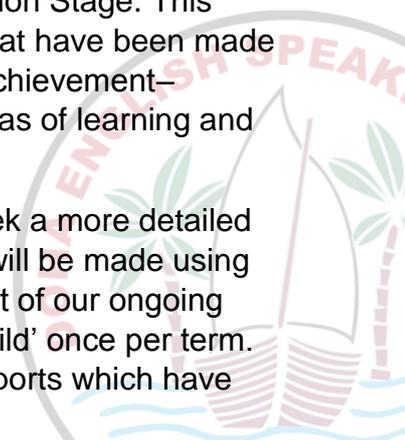
Summative: These occur at defined periods of the academic year. (see assessment timetable) Currently, at DESS, the PIRA and PUMA tests and other assessment materials are used to track children's progress. Children from Year 1 to Year 6 are assessed in November, February and towards the end of the academic year in May/June. Summative assessments help teachers to plan and assess teaching and learning, monitor children's progress, intervene with those who may be under-performing and adjust groupings to suit the needs of the child.

Diagnostic: All assessments can provide diagnostic evidence; however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue Analysis, etc. Further tests are used by the DESS' Learning Support department to assess children who have been identified as a concern by the class teacher. At times, external specialists, i.e. Speech/Behavioural therapists are asked to support individuals who have been identified as having specific needs which can be aided by their expertise.

Assessment at the Foundation Stage

Assessment in the EYFS is of two main types – **on-going assessment** which is what practitioners do on a daily basis to make decisions about what the child has learned or can do already so as to help the child move on in their learning – this is 'formative' assessment because it informs the next steps that are planned with the child and the parent. Summative assessment takes place towards the end of the Early Years Foundation Stage when children are in the final term of the Foundation Stage. This 'sums up' all the different information from on-going assessments that have been made about the child. This information is added to a record of children's achievement – showing the levels different children have achieved in the seven areas of learning and development in the Revised EYFS.

All children are observed at all times, however, during a chosen week a more detailed assessment report is made on two focus children per class. These will be made using an assessment application called 2 Simple. 'Focus Children' are part of our ongoing assessment in Foundation Stage and each child will be a 'Focus Child' once per term. As part of this process teachers meet with parents to discuss the reports which have



been written. This interview is the 'Parent Consultation'. All observations are emailed to parents and make up the report for the child.

Read, Write Inc. Assessments

The DESS phonics programme is an inclusive literacy programme for all children learning to read from Foundation Stage to Year 2. It begins in FS1 with the use of Letters and Sounds Phase 1, then progresses on to the Read Write Inc. Phonics programme for Phases two to six. The aim is to develop good word recognition, which can only be done if the children can decode rapidly.

A manager (currently a Learning Support Teacher) and a teaching assistant are assigned to assess all children from FS2 to Yr2 on a regular basis. Assessment may also take place when a request is made by a group teacher. Information from the assessments may result in the child moving to a different group. Parents are informed of group changes.

New Intakes

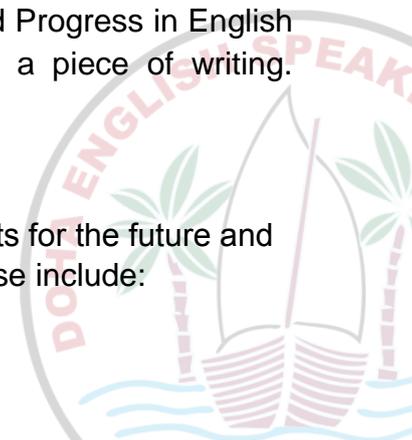
Being a transient population, children are often relocating, resulting in places becoming available. At this point it is expected that paperwork from an existing school (school report, Individual Educational Plans etc.) are submitted to the DESS' Registrar. In some cases, an assessment is not required, as the child has been identified as being academically able and able to work alongside his/her peers in a manner befitting any classroom. Assessments (where necessary), have different requirements depending on the Year Group and the time they take place during the academic year. For example;

- Foundation Stage 1 – a group of children are invited in for a short period of time and are observed socialising with other children. Adults will attempt to engage the children in conversation, asking questions to evaluate understanding.
- Foundation Stage 2 – children are observed playing and interacting with adults and assessed on the EYFS profile criteria, (Read, Write Inc. (RWI), book banded reading books later in the year).
- Year 1 – Maths and Reading Comprehension tests alongside RWI assessment sheets, drawing a picture and writing a sentence, number assessment.
- Year 2 - RWI assessment sheets, a piece of writing about themselves, oral maths (using number squares).
- Year 3 to Year 6 – GL assessments - Progress in Maths and Progress in English tests (to assess reading comprehension and Maths) and a piece of writing. Children may be asked to read from a selected book.

Records and Record Keeping

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

- Teachers' checklists and notes
- Children's work



- Blue folders (school reports, parent teacher conference notes, IEPs and other relevant information) within the school
- Wave 3 SEND files
- Engage Management Online system (absences, medical information, personal details)
- Classroom Monitor markbook
- Test results
- Early Learning Journals (Preschool)
- Mid-year reports
- End of year pupil report

All information transfers to the next class at the end of the academic year.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

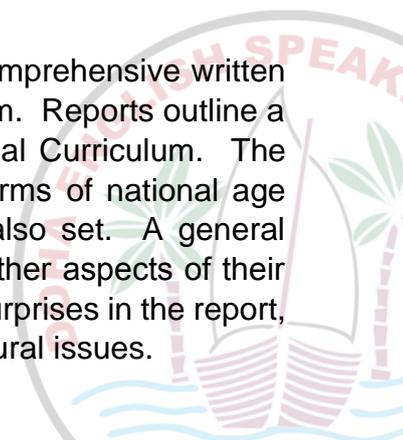
- By UK trainer led moderation exercises
- with colleagues within the Year Group and across the school
- networking with local schools who deliver the National curriculum
- using the National Curriculum Tests (NCTs) exemplification materials

Annual Reports

Reports promote and provide:

- information for parents
- on the child's achievements
- information for the child's next phase in education
- an opportunity for further discussion with parents
- Information for outside agencies (educational psychologists etc.)
- targets for the children

Mid-term reports are sent to the parents twice a year and a more comprehensive written report for each child is sent to parents at the end of the summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will also tick a box, identifying the child's attainment in terms of national age related expectations. Targets for English and Mathematics are also set. A general comment about the child's personal and social development and other aspects of their engagement with school life is also made. DESS aims to have no surprises in the report, as parents are kept regularly informed of progress and any behavioural issues.



For children in Year 6, additional information, including details of the NCT tests will also be provided.

Parents are invited to attend formal interviews with the teacher during the Autumn and Spring terms. Should the need arise; parents are welcome to discuss the progress of their child with the Year Group Leader, following a conversation with the class teacher. If they are still concerned, an appointment can be made to speak to the Phase Leader, Assistant Headteacher, Deputy Headteacher or Headteacher.

At Foundation stage, the parents are informed about the child's progress in the six areas of learning as specified in the EYFS Curriculum Guidance. Parent/child interviews are also held before the start of school in September.

Whole Target Setting and Reviewing Progress

Target setting fits into the annual cycle of the school review, planning and action. Specific developments in target setting are found in either the Subject, Year Group or Whole School Development Plan.

Monitoring and Evaluation

Assessment, recording and reporting procedures are monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and if the school decides to respond to any such changes.

See attachments to find out further information regarding DESS' assessment timetables.

