



2014/2015

# Al Dhafra Private School

Assessment Policy Grades 1, 2 and 3

Vision: *"No boundaries to Learning".*

Mission: *"To provide outstanding education that inspires students to be self-disciplined and independent life-long learners, who are innovative leaders and critical thinkers. This is done within a supportive and advanced technological learning focused environment."*

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# Al Dhafra Private School

## Assessment Policy

### Grades 1, 2 and 3

#### What is assessment?

Assessment is the process of forming a judgment about the quality and extent of student achievement or performance, and therefore by inference a judgment about the learning itself. Assessment inevitably shapes the learning that takes place; that is, what students learn and how they learn it and this should reflect closely the purposes and aims of the course of study.

#### Why do we assess?

The main purpose of assessment is to support teaching and learning by identifying what pupils already know and can do and what their nextstep should be. Assessment is an integral part of teaching and learning which is evident in every lesson.

The aims of assessment include:

- Improving the quality of the curriculum (courses and programs)
- Evaluating the effectiveness of the teaching process and facilitating continuing improvement;
- Improving and promoting subsequent learning through feedback that is clear, informative, timely and relevant
- Build a clear picture of each pupil's skills, knowledge, understanding and approaches to learning;
- Identify each pupil's strengths and the priority areas for their future learning;
- Identify "next steps" for each pupil and express these as clear learning objectives
- identify the progress made in individual lessons or series of lessons;
- support pupils, where appropriate, to monitor their own learning;
- Identify, celebrate and share student achievement.

#### Types of assessment

- Formative Assessment

This is the ongoing assessment carried out by teachers both formally and informally. Formative assessment will use a range of approaches including observation, talk partners, discussions, self and peer assessment, problem solving and free practice amongst many others.

Formative assessments make students' thinking visible and generates data that can be used to directly inform instructional practices; that is, data that delves underneath factual knowledge to probe student's understanding. Effective formative assessments reveal the background knowledge and the kinds of conceptual strategies a student uses to solve a problem. How a student arrives at an answer is as important as the answer itself.

- Summative Assessment

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a set of standards. Examples of summative assessment include; tests, quizzes and final exams.

## Assessment in Grades 1-3

### Grades 1-3

In grades 1-3, the play based thematic curriculum of the KG is built upon seamlessly by a rigorous, balanced and creative thematic grades 1-3 curriculum which gradually moves towards more formality by grade 4 whilst remaining creative at its core.

The curriculum is written in the same style as the KG and therefore offers a subtle transition from KG to grades 1, 2 and 3. The curriculum is based upon the Key Stage 1 and 2 UK National Curriculum. The attainment targets that students need to obtain are the same as those expected in the UK.

All assessment in the Grades 1-3 is formative and focuses on the following 10 areas;



For each area students have Early Learning Goals (ELG), there are 24 of them in grades 1 and 2 and 25 in grade 3 in total.

These early learning goals have been custom designed by the Al Dhafra curriculum experts in order to match the key stage 1 and 2 objectives and provide continuity of curriculum and assessment from KG to grade 3.

## What do the early learning goals look like?

The Early learning goals have been designed and written in the same style as the KG Early Learning Goals and therefore look extremely similar in style although the content levels are matched to the specific grade. The Objectives are all taken from the UK National Curriculum Key Stage 1 and 2 documents

Literacy	ELG 09	Reading: Word reading and comprehension	Can apply phonic knowledge and blend GPCs, read common exceptions, contractions, read accurately books that contain their phonic knowledge. Can read and retell a wide range of stories, link to their own experiences, can recite some poems by heart, make inferences and predict, participate in a discussion and take turns.
	ELG 10	Writing: Handwriting and composition	Can write 40+ phonemes that have been taught, common exceptions, days of the week, name the letters of the alphabet in alphabetical order, using plurals (s, es), prefixes "un", using "ing" "ed" "er" "est" where no change of the root word is needed. Apply from memory simple sentences including GPCs and common exception words. Can say out loud a sentence before writing it and sequence sentences to form short narratives, can re-read what they have written to make sure it makes sense. Discuss what they have written and read aloud. Will write leaving spaces between words, joining clauses using "and", can use a full stop, capital letter, exclamation mark or question mark. Use capital letters for names of people, places, days of the week and the personal pronoun "I".
Mathematics	ELG 11	Number, place and value	Children can count to 100 forwards and backward and count, read and write numbers to 100 in numerals in multiples of 2s, 5s and 10s. When given a number children can identify one more and one less, can use more than, less than, (fewer), most and least. They can read and write numbers 1 to 20 in words.
	ELG 12	Addition and subtraction	Children can read, write and interpret statements involving addition, subtraction and equals. They can represent and use number bonds, and related subtraction facts within 20. They can add and subtract one digit and two digit numbers to 20, including zero. They can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems
	ELG 13	Multiplication and division	Children can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
	ELG 14	Fractions	Children can recognise, find and name a half as one of two equal parts of an object, shape or quantity. They can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
	ELG 15	Geometry and Measurement	Children can describe lengths and heights, mass and weight, capacity and volume and time. Can measure and begin to record lengths and heights, mass and weight, capacity and volume and time. Can recognise and determine the denominations of different coins and notes. Can draw hands on a clock to represent an hour and half past an hour. Can recognise and name common 2D and 3D shapes.
Understanding of the World	ELG 16	The World	Children can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They can identify and describe the basic structure of a variety of common flowering plants, including trees.

## How are the Early Learning Goals assessed?

Students are continuously assessed against these goals and are given one of three levels:

- **Emerging:** This means the student is working towards the goal but has not yet achieved the level required.
- **Expected Level:** This student is working at the required level for this particular goal.
- **Exceeding:** This student is working above the required level for this particular goal.

Teachers will be assessing students on an ongoing basis against the Early Learning Goals, teachers will formatively assess students, add student work to the student portfolio as evidence. Student progress will then be entered onto the Al Dhafra ELG spreadsheets. The continuous data will inform planning and allow teachers to target and support students.


Early Learning Goal (ELG) Tracker											
		Communication and Language			Physical Development		Personal, Emotional and Social Development			Literacy	
		ELG01: Listening and attention	ELG02: Understanding	ELG03: Speaking	ELG04: Moving and handling	ELG05: Health and self care	ELG06: Self confidence and self awareness	ELG07: Managing feelings and behaviour	ELG08: Making relationships	ELG09: Reading	ELG10: Writing
No	Student Name										
1	Mohammed	Expected Level	Emerging	Expected Level	Exceeding						
2	Saleh	Emerging									
3	Sultan	Exceeding	Emerging								
4	Khalifa	Expected Level									
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

**Alias:** Children use their photo match their spoken so common words. They themselves and others are phonetically meaningful contexts. different forms such a instructions and letter plausible when he or s particularly when he o words. The child and c text.

## How will I know how my child is doing?

At the end of each Trimester parents will receive a report card which will detail the progress of students against each Learning Goal that they have covered.

Teachers will tick which level each student is at for each goal, at the end of the report card teachers will write their comments for parents outlining the progress of the student. The report card will be in the following format:

<h1 style="margin: 0;">Al Dhafra Private School</h1> <p style="margin: 0; color: #0070C0;">Early Years Foundation Stage (EYFS) Report Form</p>						
Student Name _____			Grade _____			
Teacher's name _____			Date _____			

Area of Learning	Early Learning Goal No.	Description	Emerging	Expected	Exceeding
Communication and language	ELG01	<b>Listening and attention:</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.			
	ELG02	<b>Understanding:</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to <u>stories</u> or events.			
	ELG03	<b>Speaking:</b> Children express themselves effectively, showing			

## Moderation

Moderation involves a group of teachers analysing and discussing the evidence of student learning and assessment. A head of department oversees the process, the purpose is to ensure that student assessment is marked accurately and that there is a shared understanding of all criteria being used.

Teachers bring high, medium and low samples of student work that has been marked, using the same criteria other teachers mark the samples and then the marks are compared. Marks are standardised and data is entered.

## Data

Assessment data is produced ongoing, in Al Dhafra spreadsheets are used to track students and their progress throughout each term. Data is generated for all aspects of what students are learning. This data then informs planning, teachers immediately know what is being learnt and what adjustments may need to be made.

A successful implementation of data analysis looks like the cycle below;

