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Rawdah Montessori Primary School
Pupil Assessment Policy

Version: 2.0
Reviewed: October 2025
Next Review Due: October 2026

1. Introduction and Philosophy

At Rawdah Montessori Primary School, assessment is not a high-pressure test but a **continuous, supportive process** that respects each child's unique developmental journey. Unlike traditional systems that rely on standardised testing and rigid benchmarks, Montessori education fosters **emotional well-being, intrinsic motivation, and deep cognitive growth**.

Our approach is rooted in Dr. Maria Montessori's philosophy, which emphasises:

Principle	Description
Respect for the Child	Each child progresses at their own pace, with learning tailored to their developmental stage.
Prepared Environment	Classrooms are structured to encourage exploration, with materials accessible for self-directed learning.

Principle	Description
Hands-on, Experiential Learning	Concepts are introduced concretely before moving to abstraction.
Multi-Age Classrooms	Older students mentor younger ones, fostering collaboration and leadership.
Independence and Responsibility	Children learn self-discipline by choosing work, managing time, and caring for their environment.
Holistic Development	Progress is measured beyond academics—social skills, emotional resilience, and practical life abilities are equally valued.

This policy should be read in conjunction with the:

- **Curriculum Policy**
- **SEND Policy**
- **EYFS and Montessori Policy**
- **Data Protection Policy**
- **Safeguarding and Child Protection Policy**

2. Legal Framework

This policy is guided by the following legislation and guidance:

Legislation / Guidance	Relevance
Education (Independent School Standards) Regulations 2014 (as amended)	Requires independent schools to assess pupils' progress and report to parents .
Early Years Foundation Stage (EYFS) Statutory Framework	Sets out assessment requirements for children aged 3–5, including the EYFS Profile .
Equality Act 2010	Requires the school to make reasonable adjustments and ensure assessment is accessible to all pupils.
Keeping Children Safe in Education (KCSIE 2025)	Emphasises the importance of safeguarding within all school processes.
SEND Code of Practice (2015)	Sets out the duties of schools to assess and support children with special educational needs .
Data Protection Act 2018 / UK GDPR	Governs the handling and storage of pupil assessment data.

3. Aims of Assessment

The aims of assessment at Rawdah Montessori are to:

- Support each child's **holistic development**—intellectual, social, emotional, physical, and spiritual.
- Provide a clear picture of each child's **progress and achievements**.
- Inform **planning and next steps** for individual children and groups.
- Identify any **additional needs** early and ensure appropriate support.
- Communicate effectively with **parents and carers** about their child's development.
- Ensure **continuity and progression** as children move through the school and on to their next setting.
- Demonstrate accountability and compliance with statutory requirements.

4. Roles and Responsibilities

Role	Responsibilities
Headteacher	Overall responsibility for the assessment policy; ensuring consistency across the school; reporting to governors.

Role	Responsibilities
Montessori Guides (Class Teachers)	Lead assessment in their classrooms; observe children daily; maintain records and learning journals; report to parents.
Teaching Assistants	Support observations and record-keeping; contribute to assessment discussions.
Additional Learning Needs Coordinator (ALNCo)	Oversee assessment for children with SEND; coordinate with external agencies; support staff in adapting assessment.
Parents	Share information about their child's development at home; engage with parent consultations and reports.
Governing Body	Monitor the effectiveness of assessment practices; ensure statutory requirements are met.

5. Principles of Montessori Assessment

Montessori assessment is **ongoing, observational, and child-centred**, focusing on mastery rather than grades.

5.1 Key Principles

- **Assessment is for learning, not of learning.** It informs teaching and supports the child's development.
- **Observation is the primary tool.** Teachers observe children's choices, concentration, social interactions, and emerging skills.
- **Children are not compared to one another.** Each child's progress is measured against their own previous development.
- **Assessment is holistic.** It considers the whole child—academic, social, emotional, and practical life skills.
- **Children are involved in their own assessment.** Older children reflect on their learning and set goals.

6. Methods of Assessment

6.1 Teacher Observations

Observation is the most critical assessment tool in Montessori. Teachers observe children daily during their self-directed activity, noting:

- Choice of work and engagement.
- Concentration and work cycle.
- Social interactions and conflict resolution.
- Mastery of materials and skills.

- Language development and communication.

Observations are recorded using:

- **Anecdotal notes** (brief, dated notes on significant moments).
- **Observation templates** (structured records linked to Montessori areas and EYFS/National Curriculum outcomes).

6.2 Learning Journals and Portfolios

Each child has a **learning journal** (portfolio) that documents their journey through the school. It includes:

- Photographs of the child engaged in activities.
- Samples of work (e.g., writing, drawings, maths problems).
- Observations and notes from teachers.
- Child's own reflections (for older children).
- Records of parent consultations.

Portfolios are updated regularly and shared with parents at least termly.

6.3 Montessori Checklists and Scope-and-Sequence Tracking

Teachers use internal checklists to track each child's progress through the Montessori curriculum. These checklists:

- Are organised by subject area (Practical Life, Sensorial, Language, Maths, Cultural Studies).
- Track mastery of specific skills and materials.
- Inform planning for individual and group lessons.

6.4 Student Reflections and Conferences

For children in Lower and Upper Elementary (ages 6–12), self-assessment is an important part of the process. Children:

- Keep **learning logs** or **work journals**, reflecting on what they have learned and what they find challenging.
- Participate in **student-led conferences**, where they share their portfolio with parents and discuss their progress.

6.5 Standardised Benchmarking (Optional/Supplementary)

In Years 3–6, the school may use optional standardised assessments (e.g., GL Assessments, Progress in English/Maths) to:

- Provide external benchmarking against national averages.
- Support transition to secondary school.
- Identify any gaps in learning.

These assessments are used **sensitively** and are never the sole measure of a child's ability. Results are shared with parents and used to inform planning.

7. Age-Specific Assessment Focus

7.1 Ages 3–6 (Children's House / EYFS)

Area	Assessment Focus	Methods
Practical Life	Independence, fine motor skills, concentration, care of self and environment.	Observation, checklist.
Sensorial	Discrimination of size, colour, shape, sound, touch.	Observation, presentation records.
Language	Phonics, letter recognition, writing, reading, spoken language (English and Arabic).	Observation, portfolio (writing samples), phonics tracking.
Mathematics	Number recognition, counting, decimal system, basic operations.	Observation, checklist, portfolio.
Cultural Studies	Knowledge of the world, science, history, geography.	Observation, project work, portfolio.
EYFS Profile	At the end of Reception, assessment against the Early Learning Goals (ELGs).	Observation, portfolio, EYFS Profile.

7.2 Ages 6–9 (Lower Elementary)

Area	Assessment Focus	Methods
Language	Reading comprehension, creative writing, grammar, spelling, Arabic.	Portfolio, observation, self-assessment.
Mathematics	Advanced operations, fractions, geometry, problem-solving.	Checklist, observation, project work.
Cultural Studies	Research projects, timelines, scientific enquiry.	Project work, presentations, portfolio.
Social-Emotional	Collaboration, leadership, conflict resolution.	Observation, self-reflection.

7.3 Ages 9–12 (Upper Elementary)

Area	Assessment Focus	Methods
Language	Essay writing, critical analysis, literature study, Arabic composition.	Portfolio, self-assessment, presentations.

Area	Assessment Focus	Methods
Mathematics	Algebra, advanced geometry, data handling, real-world application.	Checklist, project work, problem-solving tasks.
Cultural Studies	Interdisciplinary research, debates, ethical discussions.	Project work, presentations, self-assessment.
Leadership and Mentoring	Mentoring younger children, leading school initiatives.	Observation, self-reflection.

8. Assessment Rubric

To ensure consistency, teachers use the following rubric to describe each child's progress:

Level	Description	Example
Beginning (Emerging)	Initial exposure; requires guidance and support.	A 4-year-old traces sandpaper letters but doesn't yet recognise sounds.
Developing	Engages regularly; may need occasional support.	A 7-year-old uses the Checkerboard for multiplication but makes minor errors.
Proficient (Mastery)	Works independently with consistency and accuracy.	An 8-year-old writes a short story with proper grammar and punctuation.
Internalised	Applies knowledge and skills in new contexts; can teach others.	A 10-year-old teaches a peer how to use the Racks and Tubes for division.

9. Benchmarking with the National Curriculum

While Montessori is child-led, we ensure alignment with UK national curriculum standards to:

- Prepare children for transition to secondary school.
- Provide parents with a clear understanding of their child's progress in national terms.
- Meet independent school standards.

9.1 How We Align

National Curriculum Subject	Montessori Provision	Alignment Method
English	Language area: phonics, metal insets, grammar symbols, movable alphabet.	Teacher moderation; portfolio review against national expectations.
Mathematics	Maths area: golden beads, stamp game, fraction insets.	Checklist mapping; optional standardised tests.
Science	Cultural Studies: botany puzzles, experiments, timelines.	Project work; teacher assessment.

National Curriculum Subject	Montessori Provision	Alignment Method
History/Geography	Cultural Studies: timelines, maps, research projects.	Project work; portfolio.

9.2 Benchmarking Process

- **Annual moderation meetings:** Teachers review portfolios and compare judgments against national expectations.
- **Optional standardised tests:** Years 3–6 may complete optional literacy/numeracy tests (e.g., GL Assessments) to provide external benchmarking.
- **Reporting:** Parent reports explain Montessori progress in relatable terms (e.g., "Your child is working at Year 3 equivalent in mathematics").

10. Reporting to Parents

We believe that parents are partners in their child's education. We communicate progress through:

Method	Frequency	Content
Informal discussions	Daily (at drop-off/pick-up)	Brief updates on the child's day.
Parent-teacher consultations	Termly	In-depth discussion of progress, next steps, and any concerns.
Written reports	Annually (end of academic year)	Summary of progress in all areas, including strengths and areas for development.
Learning journals	Ongoing (shared termly)	Portfolio of observations, photos, and work samples.
Student-led conferences	Annually (Upper Elementary)	Child presents their portfolio and discusses their learning with parents.

Parents are encouraged to share information about their child's development at home and to raise any concerns promptly.

11. Assessment and SEND

We are committed to ensuring that assessment is accessible to all pupils, including those with special educational needs or disabilities.

- **Reasonable adjustments** are made to assessment methods where needed (e.g., additional time, adapted materials, scribe support).
- The **ALNCo** works with teachers to ensure that assessment accurately reflects the child's abilities and progress.
- **Individual Character Plans (ICPs)** or **SEND Support Plans** include specific assessment targets and review dates.
- External professionals (e.g., educational psychologists, speech and language therapists) may be involved in assessment where appropriate.

For full details, see the separate SEND Policy.

12. Data Protection and Record Keeping

- All assessment records (observations, portfolios, checklists, reports) are stored securely, in line with the **Data Protection Policy**.
- Electronic records are password-protected; paper records are kept in locked cabinets.
- Records are retained in accordance with the school's **Data Retention Schedule** (normally until the child is 25, or longer if required).
- Parents have the right to access their child's records under UK GDPR (see **Data Protection Policy**).

13. Transition and Transfer of Records

When a child leaves Rawdah Montessori, their assessment records are:

- Summarised in a **final report** for parents.
- Shared with the receiving school (with parental consent) to support continuity.
- Retained securely by the school in line with retention requirements.

14. Monitoring and Review

The effectiveness of this policy is monitored through:

- Regular reviews of assessment data by the Headteacher.
- Termly moderation meetings to ensure consistency.
- Feedback from parents and staff.
- Annual review by the Governing Body.

This policy will be reviewed **annually** by the Headteacher and Governing Body, or sooner following changes to legislation or statutory guidance.

Review of Policy Dates

REVIEW DATE	REVIEWED BY	SIGNED OFF (Name & Role)
Oct 2025	Governing Body	**Chair:** Sohaib Tanvir
Next Review Due:		
Oct 2026	Governing Body	**Chair:**
	Headteacher	**Headteacher:**