



DOVER COURT  
INTERNATIONAL SCHOOL  
SINGAPORE  
A NORD ANGLIA EDUCATION SCHOOL

# *Assessment at DCIS*



# Assessment in EYFS

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## General points for Assessment in EYFS

- The period from birth to 5 is the time of most rapid growth and development in a human being's life - a few days or weeks can make a huge difference in terms of development.
- All areas of learning and development are equally important and interdependent, but the prime areas in the revised EYFS underpin everything else.
- Young children develop at different rates.
- Their development is dependent on experiences they have had.

See: E. Sykes *et al.*, *Birthdate Effects a Review of the Literature from 1990 on*, 2009, Cambridge Educational Press and M. Maclure and L. Jones, *Becoming a Problem: How and Why Children Acquire a Reputation as 'Naughty' in the Earliest Years at School*, 2009, available at [esrcsocietytoday.ac.uk](http://esrcsocietytoday.ac.uk).

## Assessment in EYFS

Its reliability is dependent on:

- Relationships – children need to trust in order to show their full capabilities – assessments made before children have fully settled into school will always be unreliable;
- Environment and context – children can show some attitudes, skills and understanding in one environment or context but not necessarily in another – it is expected that children can demonstrate their learning in child-initiated contexts.
- Being based on factual, un-biased observations. Observation is the only way to really tune into each unique child.

**Each child's development follows a unique pathway and is not linear.**

## What is Embedded Learning and Secure development?

- 'A child's embedded learning and secure development are demonstrated without the need for overt adult support. Where learning is secure it is likely that children often initiate the use of that learning. Judgements about this are made through observing behaviour that a child demonstrates consistently and independently, in a range of situations. Attainment in this context will assure practitioners of the child's confidence and ownership of the specific knowledge, skill or concept being assessed. Skilful interactions with adults and learning which is supported by them are necessary on the journey to embedding skills and knowledge.'



- EYFS Profile Handbook p. 10

## What do we mean by observation?

Observation requires practitioners to watch carefully, listen carefully and to capture **the facts** of what they see the child do and what they hear the child say.

Facts may be captured in the mind, on paper (quick jottings or a longer piece), in an annotated photo or by collecting and annotating the child's mark-making. Video and audio material are other ways of capturing facts. Assessments are based on this factual evidence.





# Challenge – What can you see these pictures?





## Challenge – What can you see these pictures?





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# Observation is essential because it allows us to...

- focus on children as individuals, identifying their starting points (what they can do), strengths, interests and learning styles as well as their development and learning;
  - see each child's personal experience of the EYFS class (the received experience as opposed to the offered experience);
  - raise questions about children's experience and learning, the quality of provision and of adult interactions (challenging assumptions);
  - share factual information with colleagues and parents;
  - plan relevant, motivating developmentally appropriate experiences for each child.
- Whole school target
- **In EYFS through observation we are able assess.** This in turn leads to spontaneous planning that meets the needs of each individual.



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23 / 11 / 11

# *Assessment at DCIS: Year 1 - Year 6*



# Formative vs Summative

## Formative Assessment

- ✓ Assessment for learning
- ✓ Focuses on the process
- ✓ Monitor student learning to provide ongoing feedbacks that can be used by instructors to improve their teaching and by the students to improve their learning
- ✓ Helps to identify students strengths and weaknesses and target areas that need work.
- ✓ Help faculties recognize where students are struggling and address problems immediately.
- ✓ Foster development and improvement within an on-going activity

## Summative Assessment

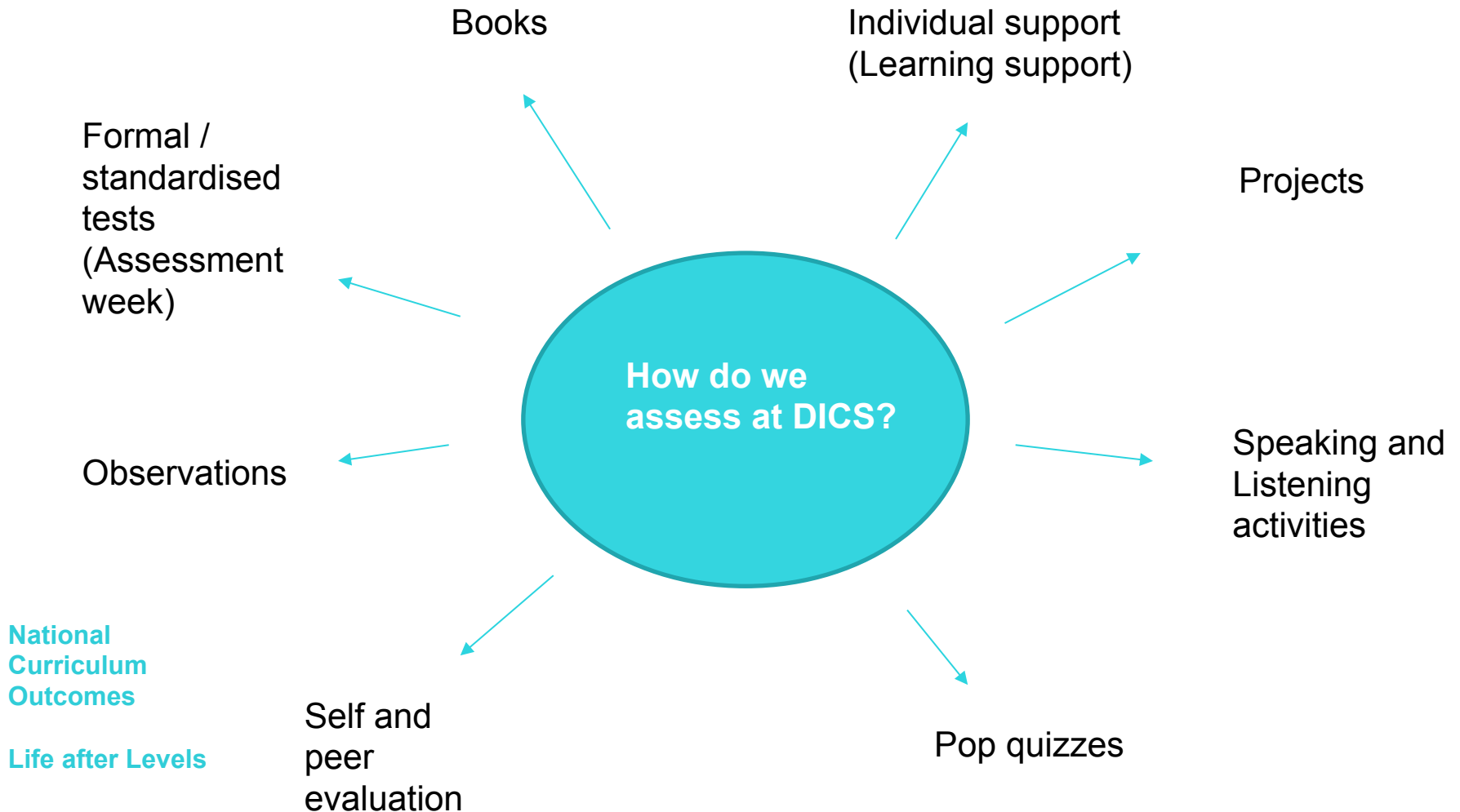
- ✓ Assessment of learning
- ✓ Focuses on the outcome
- ✓ provide teachers and students with information about the attainment of knowledge
- ✓ The goal is to evaluate student learning at the end of an instructional unit by comparing it against some sort of standard or benchmark
- ✓ Assess whether the results of the object being evaluated met the stated goals.



# Formative vs Summative



# Dover 2016 - 2017



# Tracking the individual pupil...

			name	name	Child M	name	name	name
2								
3								
4	<b>Number: Number and Place Value</b>							
5	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.							
6	Round any whole number to a required degree of accuracy.							
7	Use negative numbers in context, and calculate intervals across zero.							
8	Solve number and practical problems that involve all of the above.							
9								
10	<b>Number: Addition, Subtraction, Multiplication and Division</b>							
11	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication							
12	divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context							
13	divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context							
14	perform mental calculations, including with mixed operations and large numbers							
15	identify common factors, common multiples and prime numbers							



# Tracking the individual pupil...

2		
49	Identify acute and obtuse angles and compare and order angles up to two right angles by size	
50	Identify lines of symmetry in 2-D shapes presented in different orientations	
51	Complete a simple symmetric figure with respect to a specific line of symmetry.	
52		
53	<b>Geometry: Position and Direction</b>	
54	Describe positions on a 2-D grid as coordinates in the first quadrant	
55	Describe movements between positions as translations of a given unit to the left/right and up/down	
56	Plot specified points and draw sides to complete a given polygon.	
57		
58	<b>Statistics</b>	
59	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	
60	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	
61		
62	% target met	20%
63	% working towards	73%
64	% target not met	7%

This data will be shared with parents at our parent conferences and during term time discussions.



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23<sup>rd</sup> November 2016

# *Reports at DCIS*



# The Report from EYFS – Year 6



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## Page 1

**This will be a DCIS collage, comprising of each year group.**

**All children will have this front cover**





# Page 2 – English, Maths and Project work

Blurb

Overview sentence

Effort Grade

Attainment Grade

Subject	Teacher comment, including National Curriculum outcomes	Teacher	Effort	Attainment
English	<p><i>In English, the children have been exploring the topic of persuasion and have developed their persuasive writing skills. Within this, the children have focussed on the topic of animal cruelty and have researched, written and performed their own persuasive speech. The children have developed their understanding of letters and the structure of these as well as analysing their purpose in the modern world and compared these to other forms of communication. Their persuasive work on this topic culminated in a multimedia assembly. The children have created settings, characterisation and atmosphere within film narrative. They developed their spelling, punctuation and grammar through all of the genres covered and completed a range of activities and games to develop their knowledge.</i></p> <p>has a hardworking and determined approach to English and has developed a range of skills this term. She was able to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas within the topic, animal cruelty. Also, she has been able to assess the effectiveness of their own and others' persuasive writing. Next term, I would like to see develop and extend her understanding of the grammatical terminology in English for Year 6.</p>	Mr Rinaldi	1	2

Learning outcome they have met

Learning outcome they have met

Learning outcome to work on this term

# Attainment Grades and Effort Grades

80% – 100% = 1

50% – 80% = 2

20% – 50% = 3

0 – 20% = 4

1	2	3	4

The above attainment grades link to the percentages of the outcomes they have worked on [this term and can achieve](#).

Effort
1. Excellent
2. Good
3. Satisfactory
4. Below

The effort grade is decided by the child's class teacher, using the grading system.

# Page 3

Effort and attainment based on teacher judgment and subject assessments

Specialist subject

Subject	Topic / Unit	Effort	Attainment	Target
Mandarin	Verbal Communication	1	2	
	Literacy - Writing	2	4	
	Literacy - Reading	3	2	


3 different topics

Specific target for each topic



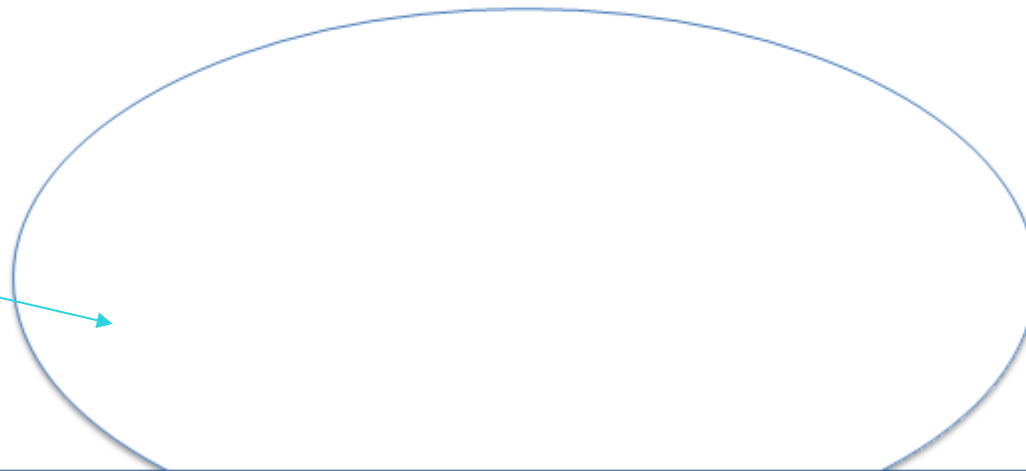
# Page 4

**Personal attributes**

Skills	Effort 
Attitude to work	1
Participation in class	2
Concentration on given tasks	3
Independence	2
Organisation / Responsibility	1
Following instructions / listening	1
Co-operation with others	3
Overall behaviour	1
Interaction with peers	4
Resilience	1
Enquiry	2
<b>Effort</b>	
1 – Excellent	
2 – Good	
3 – Satisfactory	
4 – Below	

**Individual photo of child at school**

**Overall summary of how the child has performed this term and their achievements / targets**



# **Sending the reports**

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- **Parents will receive the report on Friday 16<sup>th</sup> December**
- **Parents will receive the report electronically and it will be a PDF version**
- **DCIS can send this report to other schools if the child is transferring**
- **The parents will receive 3 reports each year (1 x per term)**



*Thank you.*