



NORD ANGLIA
INTERNATIONAL SCHOOL
AL KHOR

Assessment Policy
Primary School
2017-2018

The aim of this policy is to provide a clear statement of the principle and practice of Assessment for Learning and Assessment of Learning at Nord Anglia International School Al Khor. It provides a framework that enables the teachers to guide their teaching and the students to know where they are in their learning journey.

At NAISAK, we aim to help our students to:

- Become independent, confident learners who are empowered to lead their own learning.
- Become resilient, reflective, resourceful and reciprocal learners.
- Develop key skills, such as collaboration, oral communication and problem solving.
- Set targets for themselves, review them and celebrate personal goals.

Why do we assess?

- To support the students in their learning journey by providing evidence about what they say, write, do or make, to demonstrate their learning.
- To gather information for students, teachers and parents about each learner's achievements and strengths.
- To provide quality feedback to students, teachers and parents about learners' next steps.
- To determine the nature of support required by individual learners.
- To promote learner engagement. When the learners are clear about the aims of the work, for example, through learning objectives and success criteria, they know how to succeed. This can raise self-esteem.
- To provide information to measure attainment throughout the school.
- To create improved links between Key Stages, to promote smooth transitions in learning.

How does Assessment take place?

Teacher Formative Assessment (Assessment for Learning)

These strategies include:

- Clear learning objectives and success criteria linked to the learning taking place. Both staff and learners should foster a sense of achievement by sharing challenging and realistic expectations.
- Skillful questioning by the teacher (allowing thinking time).
- Encouraging students to ask questions to extend and clarify their learning.
- By use of student traffic light cards, e.g. showing red card if don't understand task.
- By teacher observation of daily individual, pair and group work.
- A plenary at the end of the lesson that relates closely to the learning objectives and success criteria.
- Oral feedback to students, individually or in groups. This is important so students know what they are doing well and how they can improve.
- Marking, written comments by teacher on written work and home learning. Examples include: two stars and a wish, using stickers and stamps to reward.

Summative Assessment (Assessment of Learning)

Students in the Primary School sit end-of-term assessments in Reading, Writing, Numeracy and Science. Students are only assessed on the FLOs that have been covered during the term. Such assessment give students the opportunity to demonstrate what they have learned as well as inform teachers of the areas where further consolidation is needed.

Self-Assessment

Self-Assessment encourages students to assess their own progress to develop independent learning in order to:

- Inform them of areas they can improve on, by encouraging them to consider their own work.
- Inform them of ways in which to improve.
- Actively involve them in the feedback process.
- Actively involve them in setting targets for improvement, challenge and development. With practice, success criteria can be devised by the students themselves.

Examples of self-assessment can include learning logs, using traffic lights to assess progress with success criteria and KWL charts.

Peer Assessment

Peer Assessment encourages students to collaborate to share standards and expectations. It can take place in pairs or groups. Examples of peer assessment include two stars and a wish, traffic lights, and think, pair, share.

What are students assessed against?

Fundamental Learning Objectives (FLOs)

Students in Years 1 to 6 are assessed in Reading, Writing, Numeracy and Science against a set of *age-expected* Fundamental Learning Objectives (FLOs). In each subject, students are assessed against carefully selected statements that we have identified as being fundamental to students' continued progress within the given subject area. Through both formative and summative assessment methods, students' progress is tracked against the *age-expected* FLOs and judgements are made to whether the child is Beginning, Developing, Meeting or Exceeding in that subject area.

Reporting

The school communicates with parents seven times a year through parent meetings and reports.

- September - Meet and Greet
- December - Short written report and Parent-Teacher Meetings
- March - Short written report and Parent-Teacher Meetings
- June - Long written report and Student Reflection Meetings

In all written reports, effort and behaviour levels are awarded by the teacher for each subject. These grades measure the amount of effort students put into all aspects of their learning and relate to student's behaviour for learning in class and around the school. The expected level for Effort and Behaviour for Learning at NAISAK is A1.

	Effort		Behaviour for Learning
A	Consistently outstanding effort	1	Consistently excellent behaviour
B	Doing well- meeting expectations put in good effort in lessons most of the time	2	Children who stick to the rules, meet teachers expectations in terms of behaviour most of the time
C	Not working hard enough to achieve targets – needs to be more focused, more of the time	3	Easily distracted or distracting of others/ need regular reminding to stay on task/meet expectations
D	Causing considerable concern - Consistently puts little effort in lessons and producing poor quality and quantity of work	4	Causing considerable concern- children who <u>consistently</u> break the golden rules/consistently disruptive to own learning and those of others in class.

As part of the written report, judgements using the four point scale (Beginning, Developing, Meeting, Exceeding) are awarded for each FLO that has been covered. Instead of sharing an overall judgement for each subject, we feel it is more beneficial for parents to know how your child is performing against each FLO so you know where to channel further support at home. Please note that some FLOs are covered term on term, whilst others may be covered in isolation in one term only.

Data Records

The teachers are expected to maintain a clear and accurate record of all data collected. All data is stored on our iSAMS data management system which can be accessed by all members of the academic teaching teams.

Baseline Assessments

All new students who join the school take baseline assessments in the core subjects in the first three weeks of teaching. Students in Year 1 all complete baseline Phonics assessments which inform groupings. These remain fluid throughout the year.

InCas Assessments

This year, we introduced InCAS assessments across the Primary School which your child sat during the Autumn Term. InCAS stands for Interactive Computerised Assessment System and was designed by the Centre for Evaluation and Monitoring (CEM) at Durham University. Following analysis within Year teams and as a school, we are now at the stage where we would like to share your child's results with you which are included on a separate document in this envelope.

How does InCAS work?

As the name suggests, students complete InCAS assessments on the computer. They wear headphones so that they can listen to the questions, as well as read them. The assessments last no longer than 30 minutes each and are carried out during normal class time to fit in around your child's day-to-day learning.

InCAS assessments are not formal tests and are not designed to compare students with each other. They take a different approach to assessment as they treat every child as an individual by choosing the difficulty of each question depending on how well they have answered previous questions.

What does InCAS assess?

Reading

- **Word Recognition:** The student hears a high or medium frequency word, which includes a sentence to put it in context. They must then select the target word from a choice of five words on screen.
- **Word Decoding:** The students hears a nonsense or unfamiliar word. They must then select the target word from a choice of five words on screen.
- **Comprehension:** The student reads through a passage and, when given a choice of three words, must select the word that fits into the sentence most appropriately.

General Maths

- **Number 1:** This covers counting, informal arithmetic, partitioning and place value, fractions and decimals. The questions are non-curriculum based.
- **Number 2:** This covers sorting, patterns, formal arithmetic, problem solving and algebra. The questions are non-curriculum based.
 - Measures, Shape and Space.
 - Data Handling.

Developed Ability

- **Picture Vocabulary:** The student hears a word and selects the picture that best represents that word.
- **Non-Verbal Ability:** A pattern appears on the left hand side of the screen and the student must then find the corresponding pattern within a larger pattern on the right hand side.

Spelling

- The student hears a word, which includes a sentence to put it in context. They then use the onscreen keyboard to select the correct letters for the target word.

Mental Arithmetic

- Assesses the student's ability to process numerical operations quickly and accurately.

Attitudes

- Attitudes towards Reading, Maths and School are assessed using a sliding scale.

Students will sit InCAS assessments annually, allowing teachers to track the progress of each student over a 12 month period.

Record of Achievement Folder (RAF)

Each student has a RAF. This is a plastic folder in which all Final Assessments are saved (end-of-term assessments). As such, 3 Final Assessments are saved for Literacy, Numeracy and Science per year. Additional assessed pieces may also be collected.

Big Writing Folder

Each student has a Big Writing folder which contains all of their written pieces that are completed throughout each term. Teachers inform students of next steps in their writing, using 2 stars and a wish, which students work towards in the next piece of work. Big Writing folders follow students through their Primary years.

External Examinations

The students in Year 6 take the Primary Cambridge Checkpoints in April in English First or Second Language, Mathematics and Science. Reports received from Cambridge are shared with parents as soon as the school receives them.

