



DOVER COURT
INTERNATIONAL SCHOOL
SINGAPORE
A NORD ANGLIA EDUCATION SCHOOL

Assessment & Reporting

September 10th 2019



Primary Assessment and Reporting

What will be covered in this presentation?

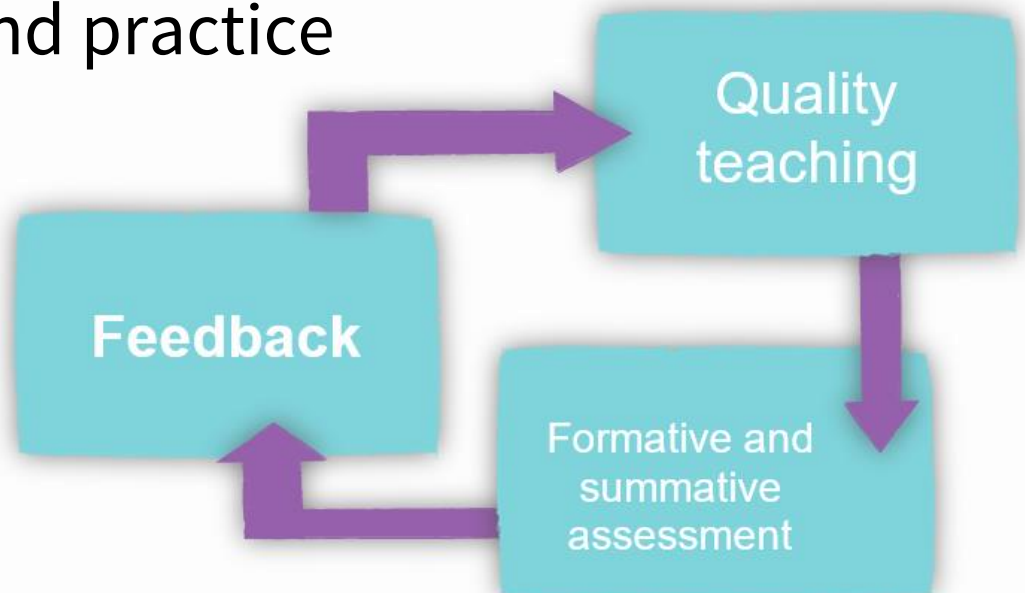
- Assessment methods
- Life after levels
- Tracking progress
- Online assessments
- Reports
- Calendar
- Accessing reports



Assessment

Why do we assess?

- Inform teaching → Improve outcomes
- Feedback to children and parents
- Streaming in Maths, Mandarin and Spelling
- Inform school policy and practice
- Nord Anglia –
monitor standards
- ‘quality control’



Assessment

How we assess at Dover Court

- Ongoing formative assessment
 - Trackers – Y1-6
 - EYFS – 2Build a Profile
 - Pathways – BSquared
- Standardised assessments – GL Progress Tests
- Other external testing – MAP, PASS
- Assertive Mentoring, End of Unit Tests
- Moderation



Types of assessment

Formative

Ongoing assessment
Part of everyday teaching

Includes:

Observations, questioning,
quizzes
Classwork and evidence in books
Homework
Exit tickets

Helps teachers to adapt future
lesson planning based on the
needs in the class

Summative

Determines understanding at a
particular moment

Includes:

Baseline assessments
End-of-Unit (EoU) Tests
Progress Tests
Benchmark tests in Reading
Nord Anglia's assessments

Helps provide feedback
Informs policy
Assists in future planning

Assessment

Life after levels

- UK government removed level descriptors from the NC
 - believed they confused parents and restricted schools
- Provided a unique opportunity
- Design systems which suit our fantastic curriculum, rather teaching to fit a dated assessment system
- Recognise concerns this has led to inconsistency and incommensurability between schools and countries
- **The key issue is that teachers know each child and use this to help them make progress**

Assessment

Life after levels

- For English and Maths, we assess against the National Curriculum outcomes. Whilst different curriculum areas use different methods to assess, we aim to keep the language consistent:

‘Emerging, Developing, Securing, Excelling’

- We believe these terms give parents a clear picture and we will continue to refine all our assessment procedures to build confidence that ‘securing’ or ‘excelling’ at DCIS transfers to other schools

EYFS Assessment

Development Matters

- Curriculum is based on the UK EYFS Programme of Study
- Development Matters document
- 7 prime areas of learning



EYFS Assessment

2Build a Profile

- Effective method for recording observations
- Parents receive 2 - 3 observations every 2 weeks
- Observations are linked to age-related goals which 'builds a profile'



EYFS Assessment

2Build a Profile



Child Observations

Fred Frog

02 Sep 2019 - 06 Sep 2019

Date: 06-Sep-2019



Notes

Fred has been very busy looking at books in the reading corner. He was excited to share his favourite story with me. Fred was able to point out some of the sounds he recognised from his Phonics lesson for example 'm' and 's'.

Next Steps

To blend simple three letter words together e.g. "p-a-n pan".

Observed by

Miss Dennis

Learning outcomes achieved:

- Holds books the correct way up and turns pages.
Literacy > Reading > 30-50 months
- Knows information can be relayed in the form of print.
Literacy > Reading > 30-50 months
- Looks at books independently.
Literacy > Reading > 30-50 months

Pathways 3 & 4

B Squared



- Software tool designed to track, assess and help report progress
- Suitable for EYFS, through Primary and Secondary
- Tracks English, Maths and PSHCE
- The eight P Levels are a common language for showing progress before pupils reach the National Curriculum
- Can track functional skills, life skills and employability skills
- The software produces a level and a percentage
- Next steps inform planning and targets for ILPs

Assessment

Trackers

- Maths and English
- All National Curriculum outcomes
- Updated regularly - 'Building a picture'
- Adapt planning to suit the needs of the class
- Feedback for children through target setting
- Informs reports and discussion at PTCs
- Continue to develop robustness of the judgements
- Consistent language:
 - **Emerging**, **Developing**, **Securing**, **Excelling**

Year 6 Maths Tracker		Sela	Kai	Luca	Mahika	Naoto	Oscar	Sela	Tomaki	Solung	Umi	Zeehan	Excelling %	Securing %	Developing %	Emerging %
Number: Number and Place Value																
Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.																
Round any whole number to a required degree of accuracy.																
Use negative numbers in context, and calculate intervals across zero.																
Solve number and practical problems that involve all of the above.																
Number: Addition, Subtraction, Multiplication and Division																
Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.																
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.																

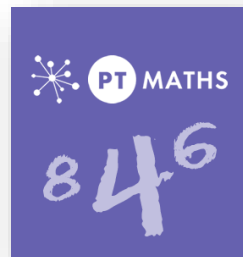


Assessment

Online Testing

■ GL Progress Tests

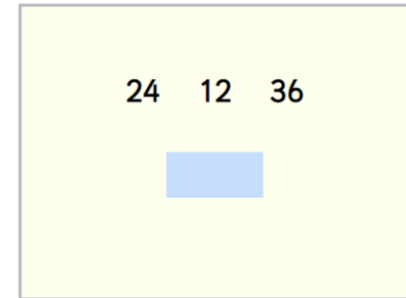
- New to DCIS
- Being trialed with Years 3-6 (Pathways 1-3) initially
- Maths and English
- Computerised tests which take 60-75 minutes to complete
- Data will inform teaching
- Feedback given through Parent/Teacher Conferences



Assessment

Maths

- Mental Arithmetic
- Number:
 - Place value, four operations, fractions
- Geometry:
 - 2D/3D shape, position and direction
- Measurement
 - Length, mass, capacity and time
- Statistics:
 - recording, interpreting, organising and comparing data



6

- a Shade $\frac{1}{2}$ of this shape. b Shade $\frac{1}{3}$ of this shape. c Shade $\frac{2}{6}$ of this shape.








- 22 a How many pupils chose Michael Rosen as their favourite?

 pupils

- b How many pupils took part in the survey?

 pupils

Author	Popularity
Michael Rosen	
J K Rowling	
Jeff Kinney	
Michael Morpurgo	
Other	

Key:  represents 10 pupils

Assessment

English

- Writing
 - Spelling
 - Vocabulary, punctuation, grammar
- Reading
 - Word reading and comprehension

The Hanging Gardens of Babylon _____ were _____ one of the Seven Wonders of the Ancient World, yet no one can be _____ whether they actually existed or not. Many texts _____ to the gardens but they leave out important details. We still don't know who was _____ for building them, the reason they were built or how the feat was _____ without modern _____.

The gardens, which towered hundreds of feet into the air, were one of the most _____ sites of the ancient world. One _____ for their existence is that a rich king built the _____ gardens for his wife who was homesick.



Drag and drop each adjective to match it to the correct noun.

Adjectives

Nouns

white

sun

yellow

sky

cloud

blue

Assessment

Online Testing

- **PASS** (Pupil Attitudes to Self and School)
 - Trial completed last year with Y4
 - Extended to Years 2-6 for 2019-20 (Pathways 1-3)
 - 20 minutes self-evaluation survey in October
 - Supports wellbeing and provides an insight into attitudes that could hinder achievement
 - Research shows children with low-self esteem significantly underachieve compared to their potential
 - Detects barriers to learning, including issues around confidence, resilience, motivation, concentration, self-regard and feelings about school
 - May lead to in-class support, monitoring, considered for referral
 - Retests at the end of the year – indication of PASS progress



Assessment

PASS Assessment

	Yes, a lot	Yes, a bit	No, not much	No, not at all
I think that problem solving is fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'd rather be somewhere else than in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the rules in school are fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think this is a good school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



PASS

Assessment

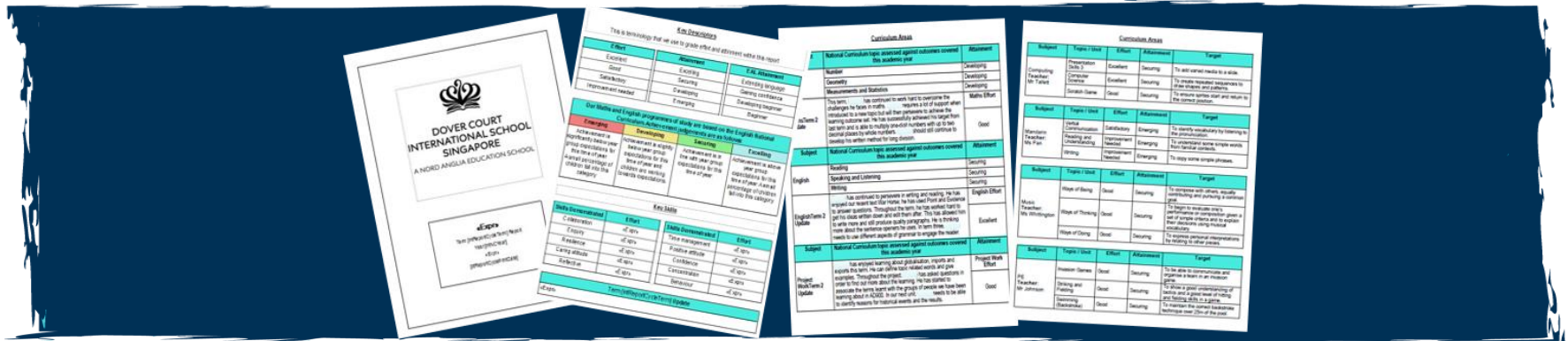
Why introduce the PASS Assessment?



Reporting

Why do we produce reports?

- Regular feedback
- Targets
- Ideas to work on at home
- Further discussion at Parent/Teacher Conferences

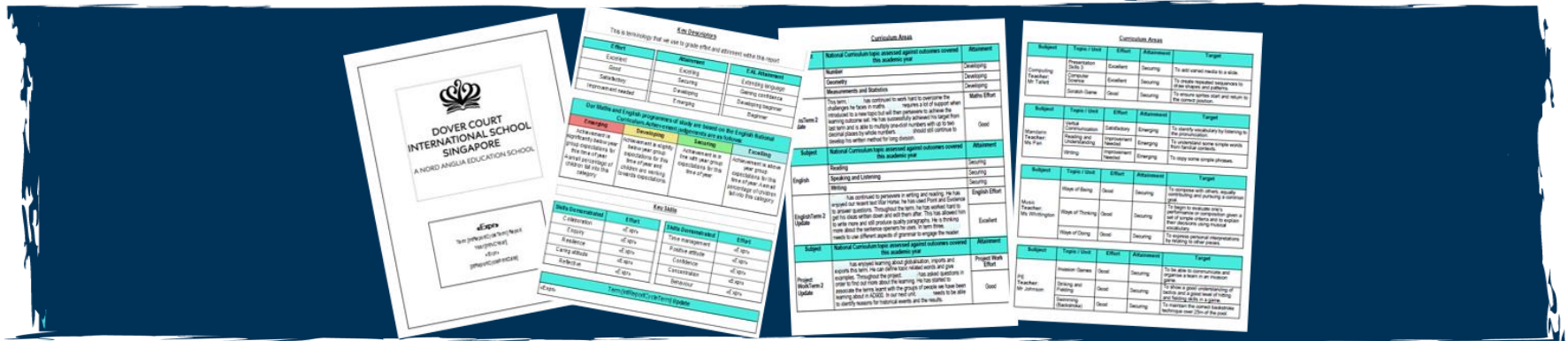


Reporting

Termly Reports

We have listened to feedback from parents and teachers

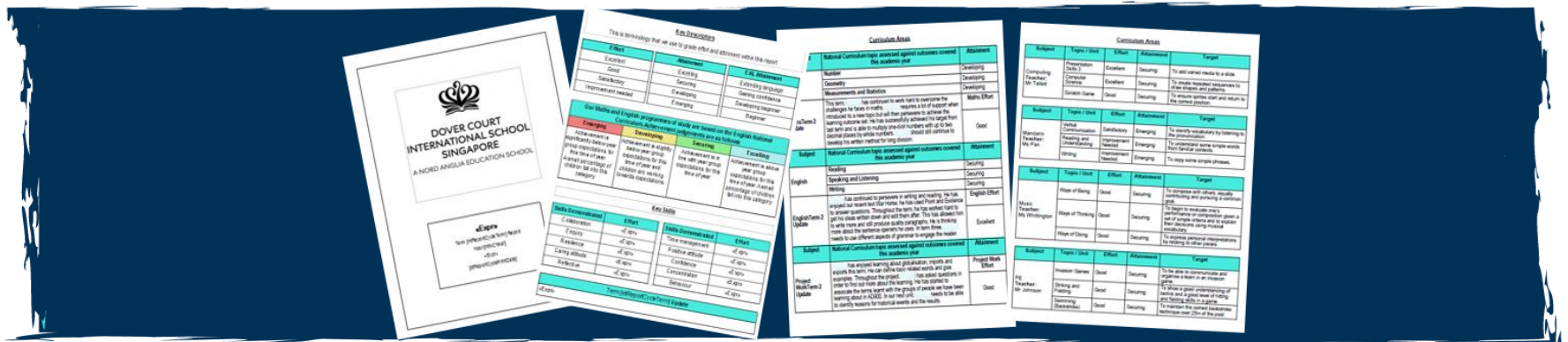
- Term 1 Introductory Report
- Term 2 Update
- Term 3 End-of-year Report
- Guidance for understanding the report



Reporting

What is in the reports?

- Balance of data, comments and skills across key areas
- Recognise effort as well as attainment
- Consistent language between subjects, Parent/Teacher Conferences and reports
- Information from formative and summative assessments
- Template largely the same, making it easier to track progress



Reporting

Page 1 – descriptors, key skills and teacher’s comment

- EYFS and Pathways 3/4 have a variation on this example, tailored to suit their needs

The terminology used in the report

Key Descriptors

This is terminology that we use to grade effort and attainment within this report

Effort	Attainment	EAL Attainment
Excellent	Excelling	Extending language
Good	Securing	Gaining confidence
Satisfactory	Developing	Developing beginner
Improvement needed	Emerging	Beginner

Explanation of the attainment descriptors

Our Maths and English programmes of study are based on the English National Curriculum. Achievement judgements are as follows:

Emerging	Developing	Securing	Excelling
Achievement is significantly below year group expectations for this time of year. A small percentage of children fall into this category.	Achievement is slightly below year group expectations for this time of year and children are working towards expectations.	Achievement is in line with year group expectations for this time of year.	Achievement is above year group expectations for this time of year. A small percentage of children fall into this category.

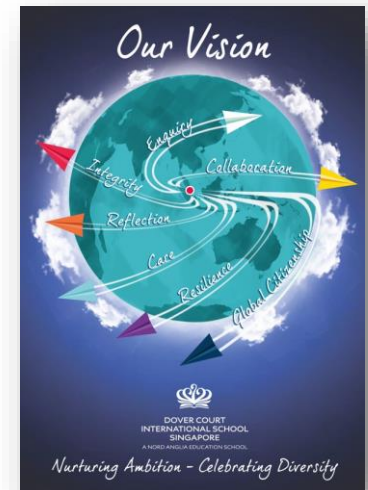
Effort against key skills and vision statements

Key Skills

Skills Demonstrated	Effort	Skills Demonstrated	Effort
Collaboration	«E xpr»	Time management	«E xpr»
Enquiry	«E xpr»	Positive attitude	«E xpr»
Resilience	«E xpr»	Confidence	«E xpr»
Caring attitude	«E xpr»	Concentration	«E xpr»
Reflective	«E xpr»	Behaviour	«E xpr»

Teacher’s comment

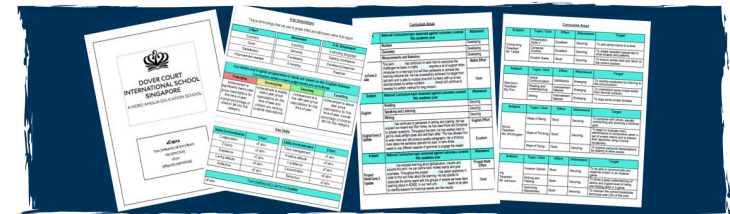
Term [intReportCycleTerm] Update
«E xpr»



Reporting

Page 2 - Maths and English

- **Term 1** will review work the topics covered so far, include targets for the year and might offer ideas to work on at home. It will be based on the assessment trackers and any assessments taken so far
- **Term 2** will have a brief comment to let you know which topics have been covered
- **Term 3** will celebrate successes, review the year and targets that were set, identify areas or specific objectives to focus on in the future
- **Attainment should not vary greatly from one term to the next**
- If your child sustains an attainment band, it indicates they are making good progress



Reporting

Maths

Number

Place Value

Addition, subtraction,
multiplication and division

Fractions

Ratio and Proportion

Algebra

Geometry

Properties of Shapes

Position and Direction

Measurement and Statistics

Measurements

Statistics

English

Writing

Transcription

Vocabulary, Grammar and
Punctuation

Spelling

Composition

Handwriting and Presentation

Reading

Word Reading

Comprehension

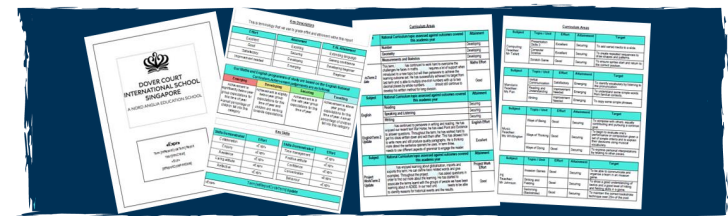
Speaking and Listening

Spoken Language

Reporting

Page 2 – Project Work (based on the IPC)

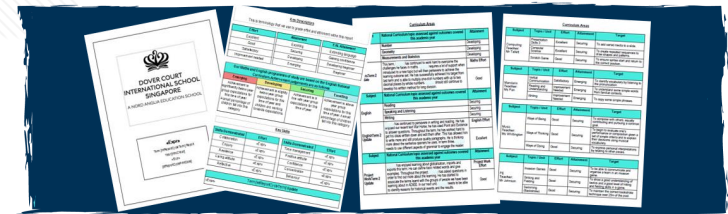
- Teachers will give begin with a brief summary of the carefully selected units from the International Primary Curriculum
- Comments will reflect on subject goals, personal goals and international learning goals
- Three assessment areas: knowledge, skills and understanding



Reporting

Page 3 – Specialist Subjects

- Computing, Music, Mandarin and P.E.
- Three topics each term
- Grades for effort and attainment, as well as targets to help improve



Calendar

Important Dates

- Reports available via the Parent Portal on iSams:
 - Wednesday 10th December
 - Wednesday 1st April
 - Wednesday 17th June
 - Guidance will be shared nearer the time
- Parent/Teacher Conferences:
 - Monday 7th & Tuesday 8th October
 - Monday 10th and Tuesday 11th February
 - Monday 22nd and Tuesday 23rd June

Accessing Reports

Parent Portal

- Reports can only be accessed through the Parent Portal
- Available in digital format only – paper copies can be printed at home
- Reports can be found on the Parent Portal under:
 - My Children
 - Student learning
 - School Reports
- Reports are stored on iSams, even if your child leaves the school
- If you have any problems activating your account or accessing the Parent Portal, email parentportal@dovercourt.edu.sg

Additional Information

FAQs

▪ **Are the assessment trackers sent home?**

▪ No. The trackers are not sent home as they are working documents used by each teacher. These will inform discussion at Parent/Teacher Conferences.

▪ **My child was excelling last term and is now securing. What does this mean?**

▪ Children's attainment does not always follow a linear pattern and progress rates do change throughout the year. When children are close to a boundary between two judgements, they can sometimes fluctuate between the two. You are welcome to speak to the teacher if you have any concerns.

▪ **Should the attainment judgement increase as more outcomes are recorded on the tracker?**

▪ Not necessarily. The trackers are cumulative and will only include outcomes where the teacher has made a judgement. A child is making steady progress if they are maintaining the same band.

▪ **How do I know that my child is making good progress?**

▪ A child making steady progress will maintain the same attainment band between terms and from one year to the next. If a child moves from developing to securing, or securing to excelling, we would deem this to be accelerated progress.

Additional Information

FAQs

- **How do I know that the grade given on the report is comparable with the UK/ other schools?**
 - We are working hard to ensure consistency. By introducing assessments from GL, we will be able to moderate our assessment trackers. We also use other moderation procedures which increase the robustness and reliability of the information we are providing.
 - Nord Anglia conduct their own quality assurance by testing a sample of children in all schools and report that attainment outperforms other international schools.
- **I am not happy with the report. What can I do?**
 - In the first instance, please contact your class teacher. After you have contacted your class teacher, if you still have any concerns, please revert to the communication tree identified in the parent handbook.
- **I have not received my child's report. Why is this?**
 - Reports are made available through the Parent Portal on iSams. Access to the Parent Portal is only possible if all school fee payments have been made. This is not the responsibility of the class teacher.



www.dovercourt.edu.sg

www.nordangliaeducation.com