

# POLICY OF KINDERGARTEN ASSESSMENTS

Policy Reviewed - March 2024  
Date of Next Review- March 2025

## Introduction

This Policy outlines the purpose, nature, and management of assessment, evaluation, and reporting at TIAD. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the review of current practice and student achievement. The ongoing assessment in kindergarten is an essential part of teaching and learning. The quality of assessment ensures a whole school approach to the provision of an excellent education for all students in KG, and it enables teachers to deliver education that best suits the needs of their pupils. Evaluation occurs at the end of each reporting period and formal reporting occurs through the standardized report card Termly.

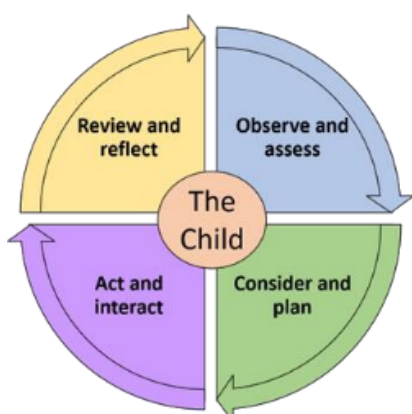
## AIM

The aim of this policy is to provide a clear outline of all assessment, evaluation, and reporting techniques at TIAD, to ensure that assessment is used as a tool to inform planning, track pupil progress, and raise standards. It is the right of every student at TIAD to be given an education that builds on their strengths, addresses their individual needs, and ensures progression. Assessment is an essential tool in the delivery of this right.

## Roles and Responsibilities

The overall responsibility for assessment belongs to the teachers. Homeroom teachers are responsible for regular quality assessment of the students in their care, and the leadership team is responsible for monitoring assessment. Students play a role in the assessment process as well. They integrate the feedback they receive from their teachers to improve their work and provide feedback to their peers, based on assignment success criteria. Students also regularly self-assess and reflect on their achievements and progress.

## The purposes of the assessment are:



To enhance student learning. This is done through:

- Providing descriptive feedback to students, highlighting strengths and areas for improvement
- Providing opportunities for self-assessment and reflection
- Providing opportunities for students to display their learning in a variety of ways.
- To assist teachers in reflecting upon and evaluating the effectiveness of their teaching.
- To provide information about student progress towards meeting learning goals. This information is shared with students and parents.

The ongoing Assessment is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics, set out below:

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving. These are the prime areas:

- Communication and language
- Physical development
- Personal, social, and emotional development

The four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

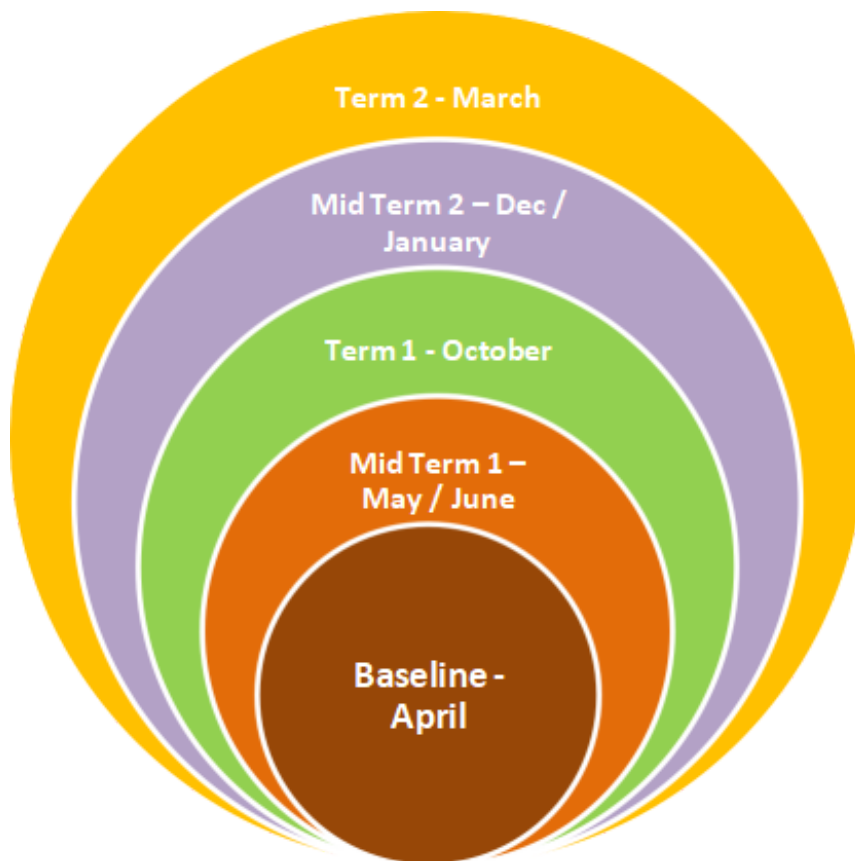
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The chart below gives an overview of the Internal Assessment pattern and month.



The chart below gives an overview of the External Assessment pattern and month.

**GL: Granada Learning:**

The Progress Test Series (PT Series) in KG 2 helps accurately measure how the student is performing in English and Maths against the national average – and measures both in-year and year-on-year progress.

It measures students' knowledge, understanding, and application of the core subjects:

1. **English:** focuses on pupils' technical English skills (spelling, grammar, and punctuation) and reading comprehension, using age-appropriate fiction and information texts
2. **Maths:** assesses key aspects of Maths appropriate to the age of the students including mental maths.

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**Assessment Criteria to assess the students**

Emergent (EM) Working towards		Expected (EX) Meets the expected level	
Requires support in most of the areas	EM1	Expected attainment level	EX 1
Requires support in specific areas	EM2	Above-expected attainment in the majority of areas	EX 2
Approaching expected level	EM3	Significantly above expected attainment	EX 3
		Exceptional attainment	EX 4

**Methods of Assessments**

Pre-Assessment: This is the process of assessing children’s prior knowledge, interests, skills, and experiences. It is a vital component that enables teachers to scaffold children’s development and plan learning engagements that meet each individual child’s needs. The starting point for assessment is the child, not a predetermined list of skills.

Portfolio: Every student within the department has a portfolio of evidence that helps the staff to develop a picture of the student as they enter the school and then track the ‘value added’ progress that is made across all areas of learning.

Skill Trackers: The observation tracker is a record of the observations that have been made by all key workers and track the student’s progress across all areas of learning. The tracker is filled by the class teacher 5 times a year- Baseline, Midterm 1, Term 1, Mid Term 2, and Term 2

Progress wheel: At the end of each topic the teacher assesses the students and displays it on the pathway to the progress wheel which is put in each class and photographs of the wheel is taken after every topic to compare the progress of the students in all areas of development

Photographs: The students are engaged in practical and active activities where evidence is by action. The teacher captures every moment of the child's active learning as a key part of the assessment procedure and a wonderful way of sharing learning within the environment with parents.

#### Learning Journeys

Each child has a Learning Journey. This is their own personal celebration of the developments that they have made and the experiences that they have enjoyed. It is contributed to by teachers, parents, and the students themselves. Similarly, it is regularly shared and enjoyed with the children and their parents.

Monthly Report: The student's strengths and the areas of improvement are specifically entered by the class teacher and is cascaded into a formal report and shared with the parents monthly.

Report Card: The learning progress report for monitoring students learning is entered in the report card and shared with the parents termly.

### **Assessment for Learning**

Assessment for Learning (AFL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go next, and how best to get there. AFL is a key part of our approach to teaching and learning at TIAD. Teachers use success criteria, timely and specific feedback, and peer and self-assessment to involve pupils in their learning and to inform them of their next steps. AFL opportunities are identified in planning. Marking is conducted with reference to the Learning Intention and should identify successes and areas for improvement, based on previously established Success Criteria (SC). Effective questioning, observations, and conversations are also used to inform assessments.

### **One Note**

It is the student's unique journal that records audio notes and captures WOW moments and screenshots of students' work. This file is shared with the parents every 3 months.

#### Family Conferences

The purpose of conferences is to share information with the learning community. Student-Teacher conferences happen very often and are embedded in teaching and learning. Formal parent conferences happen every month. However, teachers and/or parents arrange to meet whenever necessary outside this schedule.

### **SOD Assessment**

SEND students are provided with a modified curriculum. Individual Education Plans (IEPs) are designed for identified students with special needs. Students on IEPs receive the full range of reports provided to other students, and meetings are held regularly to evaluate their progress and programs. During the academic year, two to three formal opportunities are provided for parents to meet with teachers and discuss their children's progress. However, we encourage our parents to contact/arrange appointments with teachers to discuss concerns at any point during the year.

**Regards,**

*Shiny Davison*

Principal