



Assessment Policy

Introduction and Aims

Assessment is central to the learning process and as such has been deeply embedded into the teaching and learning cycle. Effective assessment ensures that all teaching and planned learning opportunities are planned at the right level for each individual pupil ensuring high levels of engagement, stimulation and challenge. Effective assessment ensures that individual pupils make good progress enabling them to reach their highest potential. Assessment is an integral part of the cycle of observing pupil learning, planning next steps, teaching next steps and assessing understanding of the teaching and learning that has taken place. This cycle involves feedback from all members of staff who are involved in pupils learning, as well as the pupil themselves.

At Alamiyah, each pupil is encouraged to follow their own interests and therefore shape their own learning with the guidance of the teacher. Assessment is therefore an important tool, used to ensure that each child has a balanced and holistic education whilst pursuing their individual interests.

Assessments should inform:

- What the pupils are learning
- How they are learning
- What support is required to maximise their learning
- When should they move on to remain sufficiently engaged and challenged
- How to extend their learning
- Evaluation of their learning- mastery of a skill or knowledge.

Assessment should be informative, consistent, clear and accessible to others involved in the child's learning and inform short and long term planning.

Formative Assessment: Assessment for Learning

Assessment for learning involves using teacher assessment within the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their

learning, where they are in their knowledge and understanding in relation to this aim and how they can achieve it(or close the gap in their knowledge).

Assessment is closely linked to teachers' curriculum planning, since it is only by continually assessing what children have learnt and understood, that we can know what "next steps" should be planned.

Effective assessment for learning happens all the time in the classroom. It involves:

- sharing learning goals with pupils
- helping pupils know and recognise the standards to aim for
- providing feedback that helps pupils to identify how to improve
- believing that every pupil can improve in comparison with previous achievements
- both the teacher and pupils reviewing and reflecting on pupils' performance and progress
- pupils learning self-assessment techniques to discover areas they need to improve

Both motivation and self-esteem are crucial for effective learning and progress. Research has shown that being part of the review process raises standards and empowers pupils to take action to improve their performance.

At Alamiyah, Assessment for learning is seen as the key to unlocking a child's potential. Formative assessment is therefore the core type of assessment which is used to assess children's progress throughout the school year. Teacher assessments are based on:

- detailed observations of children working with activities
- discussing pupil learning with each individual child
- open ended questioning about pupil learning

Assessment in the form of observations are crucial to inform each child's planning and further activities to develop their learning. Formative assessment will provide ongoing feedback to teachers and pupils about how well pupils are processing information, whether or not they understand their lessons and learning objectives, and to what level topics, subjects or skills have been mastered. Formative assessment tells us if the pupil needs additional instruction and practice, or if they are ready to move on.

Formative assessments are the preferred means of assessing a child's progress rather than summative standardised assessments such as exams or tests which cannot measure the vast breadth of skills being learnt in a Montessori Environment. The learning process at Alamiyah is highly personalised since each child is planned for and assessed individually on a daily, weekly and termly basis. Standardised baseline and summative assessments will not reflect the learning and

can be a biased measure of performance. At Alamiyah, assessment is a continual process and is seen as an integral part of the planning cycle and a means of enhancing the natural learning process.

Through formative assessments, targets and next steps are set and monitored and a detailed record kept of the curriculum content that pupils have covered and their level of achievement in each area.

Self Assessment

The materials in a Montessori environment have a self assessment tool built into the activities called a control of error (which allows pupils to notice their own mistakes and then self-correct).

The activities are all on display for the pupils and have an order of progression present in the display which naturally leads pupils on to more complex and challenging levels of work which then builds upon previous knowledge. Since the learning process is more transparent, children are able to take control of their learning and understand their own progress and goals.

As a result, pupils gain immediate feedback on their progress. The control of error allows pupils to continually self assess and self-correct and continue practising without adult intervention. This form of low-stakes assessment gently guides each pupil to mastery. In this way pupils have control of their own learning, building self-esteem and self-worth along the way. Although the teacher is guiding the process, each pupil has an awareness of when they are ready to move on as a result of working with the materials and through the process of self assessment.

Summative Assessment

There are occasions where summative assessments are employed. These assessments are used alongside the regular formative assessments that are employed. We use the following forms of summative assessment:

- assessment of final pieces of work such as project work.
- assessment tasks or activities at the end of a cycle of learning
- performance of personalised assessment tasks such as quiz sheets

Identifying Children With Additional Needs

Children with additional needs such as SEN and those who are more able will be identified quickly through the observation and assessment process and support put in place to help those children with an appropriate level of challenge to enable them to be engaged in their learning and make good progress (refer to SEND Policy and Gifted and Talented Policy)

Online Record Keeping

The school uses an online record keeping system to track pupil learning and progress. Pupil progress within Children's House is tracked on My Montessori Child which links the Montessori Curriculum to the EYFS. Termly pupil assessments according to the EYFS for Nursery and Reception pupils are tracked using a spreadsheet provided by the Local Authority which is used in all Early Years settings. Assessments of pupil progress in Year 1-6 are recorded and tracked using an online record keeping system called O-Track which contains all of the Montessori Learning Objectives and the National Curriculum Objectives to assist with benchmarking.

Whole School Tracking

- Pupil tracking of attainment in individual years and across the School to identify trends, value added, strengths and weaknesses.
- Monitoring of individual progress to direct additional support needs and ensure children don't slip through the net.
- Maintain a progress report file for all SEN/ More Able children to reflect achievements over and above.

Parent Communication about Pupil Progress

Children's House 3-6 years

All parents have access to weekly observations on My Montessori Child. Nursery Parents are also invited to regular open house mornings or afternoons throughout the year to observe their child in the classroom and have a discussion with the Class Teacher about their child's progress. Parents of pupils in Reception and Year 1 attend review meetings in the Autumn term and annual progress meetings at the end of the Spring Term. Parents of Reception and Year One pupils receive End of year reports. Parents of nursery pupils receive a progress report at the end of the nursery. Those nursery pupils who leave the school receive a transition report.

Elementary 7-11 years

PParents of pupils from Year 2-6 attend review meetings in the Autumn Term and progress meetings at the end of the Spring Term. Parents of Year 2-6 pupils receive End of Year reports in the Summer term and a mid year assessment of their core subject areas in the Spring Term.

Review

This policy will be reviewed every 3 years or sooner or if there is any change in statutory guidance or legislation. See 'Policy Review Schedule'.

Adopted in a meeting at Alamiyah School on 28/08/2017

Signed: H Musa (Headteacher) and S Motara (Chair of Trustees)