



برایت رایدرز سکول
BRIGHT RIDERS
SCHOOL

ASSESSMENT POLICY

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1. INTRODUCTION

- 1.1 At Bright Riders School, we believe that effective assessment is planning for the next steps in learning for individual and groups of students to support and maximize attainment. Lesson objectives and outcomes should provide clarity in assessing progress. In our school we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.
- 1.2 Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise student achievement. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this and how they can achieve this aim (i.e. to close the gap in their knowledge and skills). Self-evaluation is a key component of assessment in the school.
- 1.3 Assessment of learning (summative assessment) involves judging students' performance against EYFS and CBSE standards. Teachers make these judgments at the end of a unit of work, termly and at the end of each academic year.
- 1.4 We give our students regular oral and written feedback on their learning so that they understand how to progress. Their involvement in the review process raises standards and it empowers students to act towards their next steps in learning.

2. OBJECTIVES

- 2.1 The objectives of assessment in our school are:
- to enable students to demonstrate what they know, understand and can do in their work;
 - to help students recognize the standards to aim for, and to understand what they need to do next to progress in their work;
 - to use a range of assessment strategies such as: oral, interaction, questioning, observing, discussion, peer and self-assessment;
 - to give equal opportunities to students with varied learning styles;
 - to allow teachers to plan work that accurately reflects the needs of each student;
 - to provide regular information for parents that enables them to support their child's learning;

3. PLANNING FOR ASSESSMENT

3.1 We use our school's curriculum plans to guide our teaching. In this plan we give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.

3.2 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each student. We strive to ensure that all tasks set are appropriate to each student's ability. Our lesson plans make clear the expected outcomes for each lesson.

3.3 Teachers always share the lesson's learning objective(s) with students as the lesson begins. They also indicate the way in which the activity is linked to the learning objective and the criteria against which the work will be judged. Students should have a clear understanding of the aims of their work and what steps they need to take to complete it successfully.

3.4 Teachers ask well-phrased questions and analyze students' responses to find out what they know, understand and to reveal their misconceptions.

4. TARGET SETTING

4.1 We set targets for all students using formative and summative assessments throughout the academic year. We discuss individual targets and communicate these to parents.

4.2 Students are encouraged to set their own targets alongside their teacher and be made fully aware of how they can progress within their learning to achieve their learning targets. This is to encourage students to become active learners who take responsibility for and manage their own learning (as opposed to passive recipients of the knowledge offered by the Teacher).

4.3 Following termly gap analysis, students' performance is discussed in year/department team Target Group meetings. Based upon this target are reviewed and intervention strategies put in place with clear timelines.

5. RECORDING

5.1 We recognize various methods of assessing a student's learning. A range of formative and summative assessments are recorded to inform next steps in learning.

5.2 We use our annotated lesson plans as a record of progress measured against learning objectives.

5.3 We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan, EYFS and CBSE programs of study. Our teachers record the progress of each student against these broad objectives. This enables them to make a judgment about EYFS / CBSE levels of attainment. Each teacher passes this information on to the next teacher at the end of each year.

6. REPORTING TO PARENTS

6.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

6.2 We offer parents the opportunity to meet their child's teacher formally three times per year. Following Target Group Meetings, we share with parents how they can help at home to support attainment.

6.3 The parents receive two written reports of their child's progress and attainment during the year. In these reports we identify target areas for the next term or school year.

6.4 We offer parents of students in KG 1 and 2 termly opportunities to discuss with the teacher their child's Learning Profile using Performance Indicators.

7. FEEDBACK TO STUDENTS

7.1 We believe that positive and constructive feedback to students is very important, as it tells them how well they have done, and what they need to do next to improve their work.

7.2 We give students on-going verbal feedback on their work. We usually do this when students are working during the lesson, although we sometimes give feedback on a lesson at the beginning of the next one. We write comments on the children's work during marking. We give written comments to students' age appropriately which are both positive and constructive.

7.3 Having students assess their own or each other's work is an integral aspect of the school. We have an agreed code of marking that is used by Teachers and students for peer and

self - assessment. Marking should support a student's learning and it should be remembered that too many marks on a piece of work can overwhelm and demoralize a student.

7.4 We allow time at the beginning of each lesson for students to absorb any comments written on their work, to answer any questions written on it by the teacher, and to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximized when students enter a dialogue about their work.

8. CONSISTENCY

8.1 All subject leaders study examples of students' work and set up a monitoring and moderation schedule within their subject area. Subject leaders use the EYFS / CBSE exemplification materials to make judgments about the levels of students' work and complete a gap analysis. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject.

8.2 Book scrutinizes are conducted throughout each academic year about consistency in terms of marking, presentation, progression, differentiation, assessment policy, target setting and SOW.

9. IMPORTANT FEATURES

A system of Comprehensive Continuous Evaluation (CCE) is followed in the School. The scope of evaluation extends to almost all the areas of learners' personality development. It includes both scholastic and co-scholastic areas, i.e. it is *comprehensive* in nature. Assessment is continuous and reveals the strengths and weaknesses of learners more frequently, so that the learners have better opportunity to understand and improve themselves. It also provides feedback to the teachers for modifying their teaching- learning and assessment strategies. The details of the evaluation system are mentioned below.

ANECDOTAL RECORD

- ❖ Significant observations to be made in the anecdotal book. These can be spontaneous or planned and need to be dated.
- ❖ To collect information, children should be spoken to and their responses need to be recorded, their conversation with their peer group and their works to be observed and recorded.

LEARNING JOURNEY

An average of seven annotated photographs per theme reflecting significant learning to be part of the 'LEARNING JOURNEY.

GENERAL REMARKS FOR REPORT CARD

- ❖ Remarks will be based on the progress made in each area of learning and recommendations for the same.
- ❖ A consolidated report of each learner's performance in the themes is recorded.

PARENT PARTNERSHIP

- ❖ Parents will have access to records related to his/her child.
- ❖ Regular opportunities should be arranged to talk to parents about children's progress.
- ❖ Formal discussions regarding children with concerns will be dated and recorded.