



برایت رایدرز سکول  
BRIGHT RIDERS  
SCHOOL

**KG ASSESSMENT, MARKING, RECORDING, REPORTING  
POLICY**

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## **Assessment Policy**

### **Kindergarten**

The school will focus holistically on the personal, social and academic development of students at all grade levels. In Early years, this will occur through advancing students forward along with their peers as they meet academic and attendance requirements. Effective assessment is achieved through skillful ongoing observation and assessment for learning (A4L) procedures rather than formal testing, in keeping with appropriate Early years methodology and best practice. Each, child's level of development in seven areas of learning, outlined in early years foundation stage policy document, is recorded and reported on at the end of kindergarten. All assessment is captured using observation, photographs, videos, voice recordings and work in books.

#### **The areas of learning and development**

The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to five years of age. Seven areas of learning and development.

#### **Three Prime Areas**

1. Personal, social and Emotional Development
2. Physical Development
3. Communication and Languages

#### **Specific area**

4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive Arts and Design

#### **Our aims are to ensure that**

- To assess the child, not a predetermined list of skills.
- To make which observations show what the child can do -significant achievements-not what they can't do.
- Teachers and Teaching assistants observe as a part of their routines.
- To observe children in play and self- chosen activities as well as planned adult directed activities.
- To analyze the observations which will highlight achievements, needs for further support and planning for what next.
- To use parent contribution as a valued part of the assessment process.

- To involve and encourage children to express their own views on their achievements.

### **On entry baseline assessments**

These will be carried out within the first two weeks of children entering kindergarten. Evidence will be recorded.

Termly summary assessments, based on observational evidence for the specific areas of learning will be then recorded in order to judge progress.

### **What we observe**

Observations are carried out when children are involved in different types of learning experiences and activities both indoor and outdoor.

- Play and child-initiated activities.
- Teacher/ Teaching assistant led activities.
- Activities which have been planned, but which children will carry out independently for most of the time.

### **How we observe**

#### Participants observations

- When the adult is involved in play with children.
- When the adult is involved in planned teacher /teacher assistant led activities.
- Incidental Observations
- When you notice something significant that you are not involved in conversation with children.

#### Conversation with children

- Informal conversation and discussions which are noted down.
- “Interviewing” children about their own learning and interests.

#### Recording

- Photos of children carrying out a particular activity or involved in play alongside annotated notes describing the learning process.

Samples

Drawings, independent emergent writing, photos of models and art work.

Planned focused observations

- Where the observer deliberately stands back to observe and does not become involved.

**During observation we: -**

- Write down in short , quick notes what is significant to the child's learning and development.
- Look out for the things we don't already know or anything new (significant achievement)
- Note of date and area of learning and context.

**After the observations we: -**

- Decide what tells us about child's learning and development.
- Consider the next step for that child and implications for future planning.

**Assessments for special educational needs Students**

- **The practitioners must review the progress of a child's development in the prime areas by identifying their strengths and also any area where the child's progress is less than expected.**
- **Practitioners must discuss with parents the summary of development which will be beneficial for learning at home.**
- **Practitioners should develop a targeted plan ( individual behavior plan/ individual educational plan) to support the child's future learning , development and assessments involving parents and Senco.**
- **After observations practitioner consider the next step for that child and implications for future planning through IEP/IBP.**

## **Parents Involvement**

At the start of the academic year parents are invited to an informal meeting where curriculum plans are shared with them. Individual meetings with parents take place termly with ongoing dialogue and involvement wherever possible. Each child's progress is recorded, and progress is shared through ongoing dialogue with parents and during "open house".

Parents who have children with specific needs meet once a month with the class teacher and school SENCO to report achievements and set new learning intentions.

Parents will receive their child's record of achievements termly (linked to early learning goals)

Learning journeys also act as an ongoing record for children and their parents.

## **Marking Policy**

In Kindergarten at Bright riders school ongoing assessments are an integral part of the learning and development process. This helps to ensure the children are making progress towards the early learning goals. We make systematic observations and assessments of each child's achievements, interests and learning styles. These observations feed directly into assessment and planning to create a efficient system where we plan relevant activities and opportunities for each child. Each child has a learning journey, a literacy work book and a math note book to record highlights of their learning journey over the year.

### **Learning Journeys**

A learning journey is a celebration of a child's achievements and interests during their time in Kindergarten and shows the journey of a child's learning and development through carefully chosen, dated and sequenced:

- Observations
- Annotated photographs
- Child initiated pieces of work
- Snapshots of significant achievements
- Quotes from the child
- Comments from the parents

The entries into learning journeys will be dated and linked to the appropriate area of the EYFS in order to indicate a child's progress in their learning and development.

### **Literacy and Math's books**

The literacy and math's books are used to record adult-initiated pieces of work. Entries into this book will be weekly and the work will be linked to the focus of the learning that week. These books are way of tracking a child's progress in their literacy and math's skills over the year. These books, as with learning journeys, will be regularly shared with parents.

### **Kindergarten Marking**

Children's work is annotated where necessary (using a pink pen), giving the context to the piece of work.

Work is marked to the learning objective (LO) and if a child has achieved the LO it will be highlighted in green.

## **Reporting Policy**

### **Kindergarten**

#### **Reporting**

Reporting to parents occurs in a number of different formats. Those below are the formal reporting methods, but at Bright Riders School , staff and parents are encouraged to meet regularly to discuss individual progress depending upon a particular pupil's circumstances.

All our reporting procedures are aimed at keeping the parents as fully as possible about the progress and abilities of their children, academically, socially and emotionally.

We believe it is vital to inform parents whenever significant changes in any of the areas, stated above, occur- see Reporting Schedule below:

#### **Parents' Meetings**

Parents teacher meetings take place each term for Kindergarten. The consultations take place in the class room and usually last for 10-15 minutes with the class teacher. If parents wish to meet with other subject specific teachers than additional timed appointments are set up.

The children's Learning Journeys are set out in the classroom for parents to look at and comment upon.

#### **Written Reports**

Written reports in Kindergarten inform the parents of the child's progress against the scale points of the EYFS profile. It also comments upon the child's overall development within school life. Termly reports covers all areas of curriculum and comment on whether the children have achieved the emerging, expected or exceeding levels.