



**Woodlem Park
School**

...For a Sustainable Growth

Assessment policy

Our mission

At Woodlem Park School we value every student. We work together as a community to ensure that students develop well in all aspects of learning, so that they are equipped to face the opportunities and challenges of the 21st century wherever they may be.

To do this:

- *We provide the best possible learning opportunities in academic subjects, personal development, moral values and life skills*
- *Staff members and students work together in a spirit of cooperation and mutual harmony, into ethically strong and morally elevated individuals.*

Our vision

Our vision is for all students to develop at Woodlem Park School as independent learners with self-belief and respect for others, with a lifelong love for learning and a strong foundation for future success.

Whole school assessment policy

Assessment is the gathering and analysis of information about students' learning. It identifies what students know, understand can do and feel at different stages in the learning process. It is a basis for ongoing reflection and evaluation of curriculum and the impact of teaching on learning.

We believe assessment is integral with teaching, as little can be taught effectively without awareness of what is already known and understood. Assessment information from a range of sources is therefore vital in the planning processes and in the execution of programmes.

It is essential to our goal of inspiring students to participate responsibly, successfully and with integrity in the global community. We do this by guiding them through the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and in decisions to take responsible action. Through a variety of means, we strive to ensure that all members of the school community have an understanding of the reasons for the assessment, what is to be assessed, the criteria for success and the methods of assessment to be used. These focus on the quality of students' learning during the process of knowledge gains, inquiry, analysis and synthesis, and on the quality of the products of the learning. The effectiveness of our teaching is indicated by assessment outcomes which act as

a foundation on which to base our future and practice.

The assessment policy in Woodlem Park School is organic. It has developed through a rigorous analysis of test results, teacher observations and moderated evaluations of progress towards targets set for the National Agenda Parameters (NAP).

The main vehicle for our assessment is the implementation of a summary differentiated tracker based on the graded groupings about students' performances in different core subjects and areas of skill. The grading is based on the 'traffic-light system' of red, orange and green (ROG) for each class of students, which indicates the current aggregate of various assessments onto this three-point scale. The ROG is extended to 'Pink' for students of determination classified on the Wave categories and to 'Dark Green' for those with special gifts or talents in particular classes. The extended ROG is regularly used to track students' progress against targets set by teachers and adjusted to varying degrees on a daily, weekly and block basis.

Typical of the content of the process underpinning the extended ROG includes:

- Analysis of CAT 4 data to identify potential across all the CAT 4 batteries, detailed question level analysis of both ASSET and periodic tests which then inform weekly targets
- Review of standardized test results and benchmarked assessment matrices such as the Reading Continuum in English and Arabic
- Assessed content in IEPs, ILPs and BMPs for students of determination and plans for those with special gifts and talents, with the adjustment of week ahead plans (WAPs)
- Detailed marking and feedback, which identifies next steps of learning
- Sharing of the information with the teaching team of the classes, including assessment assistants.

Assessment includes:

- Design and specification of activities or tasks that students undertake to support their learning
- Provision of feedback as guidance for students' learning
- Moderation of assessment activities undertaken jointly with successful schools
- Award of marks or grades based upon both international benchmarks and CBSE marking criteria.

Assessment across the school follows the CBSE scheme and is continuous, formative and summative. Assessment information is used to shape the curriculum and teaching in order to meet the learning needs of all groups of students and to enhance their progress. As well as assessment and evaluation by adults and by their peers, students assess their own learning and work on improving their performances using the next steps given to them. The academic outcomes are benchmarked against appropriate national and international expectations. Consistent and close communication with the parents ensures that they play a vital role in their child's progress.

Assessment should enable students to be:

- Routinely improving their achievement
- Increasingly involved in taking responsibility for their own learning
- Motivated to achieve their best.

Assessment should enable teachers to:

- Assess students' progress and adapt teaching plans as required
- Evaluate their students' learning needs
- Ensure that students know how to improve the standard of their work
- Review and change practice
- Monitor a student's progress and to provide the teacher with information to make decisions about what and how the student is learning.
- Help teachers to identify the next steps in progressing the students' learning and adapt teaching strategies and learning activities as appropriate.
- Identify 'sticking points' and 'barriers in learning', and to modify their teaching so that these can be overcome.

Reporting of assessment should enable parents to:

- Be involved in their child's learning
- Understand and encourage the progress their child is making
- Check their child's progress throughout their time in the different phases of the school.
- Differentiate their children's tasks to suit their needs and abilities.

Providing information about students' learning through feedback:

- Finding out what students know/don't know and can/can't do through assessing prior knowledge. Giving students opportunities to demonstrate how well they can apply their understanding.
- Recording students' progress in the skills of thinking, research, communication, social behavior, team-working and self-management.
- Monitoring students' behavior and performance in order to highlight those students in need of additional support.
- Providing data to support dialogue and analysis about class and individual learning with colleagues, parents, students and external bodies.

Effective assessment allows students to take ownership for learning

- Have criteria that are known and understood in advance
- Analyze their learning and understanding what needs to be improved
- Demonstrate the range of their conceptual understandings, their knowledge and their skills.
- Synthesize and apply their learning, not merely recall facts
- Base their learning on real- life experiences that can lead to other questions to ask or problems to solve
- Focus on the process (metacognition) of producing a quality product or performance
- Highlight their strengths and demonstrate masterly and expertise

- Express different points of view and interpretations
- Participate in self-reflection, self- and peer- evaluation.

Effective assessments allow teachers to:

- Plan them and build them into the learning, not add them after the fact
- Identify what is worth knowing and assess it
- Include collaboration between the student and teacher or among students
- Take into account different cultural contexts and different ways of learning and knowing
- Use scoring that is both analytical and holistic
- Produce evidence that can be reported and understood by students, parents, teachers, administrators.
- Inform every stage of the learning and teaching process
- Plan further activities which address areas of interest for the teacher and the students.

Effective assessments allow the parents to:

- See their child's learning and development
- Develop a comprehensive understanding of the different facets of their child's progress
- Provide opportunities to support and celebrate their child's learning.

What to assess

- Performance in mandated tests and examinations
- Outcomes of units of work.
- Progress towards meeting NAP and targets.
- Progress towards the understanding of previous misconceptions in learning.
- Steps in a sequence of learning to identify sticking points in learning.

When and how to assess

There is more to assessment than just pen and paper tests. Continuous assessment is an integral part of teaching. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the programme. The students are clear about the purpose and means of assessment and information about the purpose and format of summative assessment tasks is communicated to students and parents.

There are three types of assessments at Woodlem Park School:

- 1. Assessment of prior learning (AoPL) – Entry assessment**
- 2. Assessment for learning (AFL) - Formative Assessment**
- 3. Assessment of learning (AOL) - Summative assessment**

- **Entry assessment** determines a baseline from which to judge the level at which a programme is to be started
- **Formative assessment** is interwoven within the daily learning and helps teachers and students find out what the students already knows and is gaining in order to plan the

next stages of learning. It aims to promote learning by giving regular and frequent feedback. The focus is on the use of ROGs when formative assessments occur. These are regularly amended as a result of students' learning in the classroom. Formative assessments also include evaluation of the quality of the work done in the notebook, the activities or tasks or projects that are subject specific and are evaluated as subject enrichment. Grade 9 and 10 are also evaluated for the portfolio that is a collection of their achievements, awards, and the various tasks/ projects / competitions that they take part in.

- **Summative assessment** consists of four periodic tests for Grades 1 to 3 and two periodic tests for Grades 4 to 9 and two term end tests namely half-yearly and final examinations. For Grade 10 two periodic tests, half-yearly examination and CBSE board examination at the end of the year.

Assessment in the classroom includes:

- Using representative examples of students' work or performance to provide information about student learning
- Collecting evidence of students' understanding and thinking
- Documenting learning processes of groups and individuals
- Engaging students in reflecting on their learning
- Students assessing work produced by themselves and by others
- Developing clear assessment rubrics which students understand
- Identifying exemplar work by students at different levels of performance
- Keeping records of test/task result

Strategies

The following methods cover a broad range of approaches, from the more subjective and intuitive to the more objective and scientific. They are used to provide a balanced view of the child's progress and performance standards:

Observations

Students are observed often and regularly, with the teacher taking a focus varying from wide angle (focusing on the whole class) to close-up (focusing on one child or activity) and from non-participant (observing from without) to participant (observing from within).

Open-ended tasks

These are situations in which children are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.

Selected responses

These are single occasion, one-dimensional exercises such as tests and quizzes. The students'

skills are observed and the observations are recorded.

International benchmarking

A consistent evaluation of question level analysis is undertaken of each year group test in order to highlight the strengths and areas for development with subsequent modification of the curriculum.

Performance assessments

These are assessments of goal-directed tasks with established criteria that are authentic challenges and problems. There are numerous approaches to the challenges/problems that require the use of many skills and there is rarely only one response. Audio, video and narrative record are often useful for this kind of assessment. Taken together, the assessment strategies form the basis of comprehensive approach to assessment. Whatever strategy is used, self and peer as well as teacher (and sometimes parent) reflections as seen as an important stage in the learning process. Peer reflections include reflections completed by students at different grade levels, and teacher reflections include those completed by teachers other than the home room or subject teacher.

Report cards

Students receive two report cards in a year. Kindergarten, the report card will include milestones achieved in various strands of EYFS like literacy, numeracy, understanding the world, PSED, expressive arts and design, communication & language, and physical development. For grades 1 to 10, the report card will include marks for the unit of inquiry for subjects such as English, Mathematics, Science, Hindi, Social studies, Arabic, Islamic education, Moral education, French, Tamil, Malayalam, Dance, Art, Music, Health and physical education and discipline. Reports are given at the end of each term. Report cards follow the CBSE pattern from Grade 4 onwards with a greater emphasis placed on PISA and TIMSS type of questions.

Reporting at Woodlem Park School

- Involves parents, children and teachers as partners
- Reflects what the school community values
- Aims to be comprehensive, honest, fair and credible
- Aims to be clear and understandable to all parties
- Allows teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.

Parents, students and teachers have the opportunities to participate in the reporting process by asking for clarification and examining particular examples. In order for students to participate in the reporting procedure effectively, students are given guidance at different stages of assessment tasks in learning how to self-evaluate and report on their progress.

Reflecting the school community values

- The reporting processes reflect the values of the Woodlem Park School community, in particular.
- Emphasizing that education is a shared responsibility between parents, students, teachers, and the community.
- Showing diversity enriches our lives and the life of the community.
- Encouraging the fact that individuals have unique needs and have different growth rates and potential for improvement.
- Developing 'head, heart and hand' as necessary to realize one's potential.
- Ensuring clear expectations and accountabilities to improve performance
- Recognizing that responsible citizenship requires open mindedness, global awareness, understanding and action
- Promoting lifelong learning which is nurtured by encouraging inquiry and creativity
- Effective communication promotes understanding, trust and support
- Being comprehensive, honest, fair and credible.
- Reports analyze the range of available assessment results in order to present a comprehensive and accurate profile of students' major strengths and weaknesses. Summary judgments made in the report are usually supported by data where appropriate.

Being clear and understandable to all parties

We aim to present information in language that is clear to parents and students. All reports are written in English, the medium of instruction of the school.

Encouraging teachers to incorporate what they learn into their future teaching and assessment practice

Teachers take into account the process of children learning as well as the products of that learning, so that they may monitor and modify their teaching and assessment practices to promote further progress in the children's learning.

Parent-teacher meetings

The purpose of these conversations is to give information to both students and parents about the students' attainment, progress and personal development. These conversations are formal elements in the school's communication systems. Wider access is available for such discussions, which are designed to give parents information about their child's progress and needs at any point. Teachers provide open opportunities to answer any parents' questions and to address their concerns. The school endeavors to help define the student's own role, with their parents, in the learning process. Formal parent-teacher meetings take place four times a year.