



أكاديمية الخليج البريطانية  
Gulf British Academy

# Assessment Guidelines

## Primary KS1 and KS2

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective and thereby raising attainment for every child.

## **Principles of assessment**

- To provide information for target setting for individuals, groups and cohorts
- To provide evidence to support progression in learning through planning
- To share learning goals with children
- To involve children with self-assessment
- To help pupils know and recognise the standards they are aiming for
- To raise standards of learning
- To identify children for intervention
- To inform parents and other interested parties of children's progress
- To complete a critical self-evaluation of the school

## **Assessment for learning**

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

### **To achieve this at GBA, we will:**

- Evaluate pupils learning during and after each lesson to identify those pupils with particular needs (including those who are more able) so that any issues and misconceptions can be addressed immediately and in subsequent lessons (use of plenaries)
- Adjust plans to meet the needs of the pupils, differentiating objectives
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the marking guidelines (See GBA's Marking Guidelines – Appendix 1)

- Complete formal assessments according to the school schedule (See appendix 2)
- Use assessment-for-learning strategies such as:
  - Working walls
  - Targets
  - Success criteria
  - Self and peer evaluation
  - Discussion and talk
  - Conditions for learning – display

## **Formal assessment cycle**

Formal assessment is a systematic part of our school's work, which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

Regularly reviewing tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation, setting learning groups and careful planning.

### **To achieve this at GBA, we will:**

- Follow the Assessment Schedule - Appendix 2 and update the data on a regular basis
- Analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able, and those with additional educational needs
- Set targets for numeracy and literacy and share information with the Head Teacher, Assessment Coordinator, and Subject Leaders
- Work with colleagues to moderate and level writing every assessment cycle
- Analyse data at the end of each term and at the end of each year to track progress made
- Pass cohort data and analysis to the next teacher

### **The Head Teacher will also:**

- Highlight pupils who have made no progress or are working below expectations and discuss these pupils on a termly basis with teachers

## **Moderation**

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence available to justify judgements made.

### **At GBA, we will:**

- Meet regularly to moderate writing assessments
- Moderate work through planning and book scrutiny, feeding findings back to members of staff

## **Marking**

Marking work is the responsibility of the class teacher. However, peer marking, self-marking, group marking and support assistant marking can also be used. Marking should be meaningful to the pupil and should focus on positives as well as development points.

### **At GBA, we will:**

- Mark regularly and carefully
- Follow the school guidelines (see GBA's Marking Guidelines Appendix 1)
- Use marking as a tool in the assessment process