Assessment Policy

What is our Philosophy of Assessment?

At The Smart Vision School, we believe that every student should be inspired and challenged so that his/her learning is maximised and that they embrace lifelong learning as a key goal of responsible citizenship. It is our belief that every pupil's achievements, regardless of where they stand in relation to a norm, should be acknowledged and celebrated.

Therefore, we view assessment as an integral part of effective planning, teaching and learning and we rely on its varying methods and strategies to guide our students in:

- acquisition of knowledge;
-mastery of skills and
-development of attitudes

Assessment at SVS focuses on both process and product thus allowing pupils to celebrate their growth within their own learning journey; assessment at Alpha takes into consideration both the quality and depth of student learning during inquiry and instruction. It does not merely stop at end results.

Why Do We Assess?

The aims of assessment at Smart Vision School include, but are not limited to:

- Promoting student learning and achievement across the school;
- Providing information of student learning to all stakeholders within our learning community and to external ogranisations;
- Informing planning;
- Providing for differentiation in teaching and learning;
- Assisting with the setting of goals for individual pupils and small groups;
- Judging the effectiveness of the school;

How Does Assessment Affect Our School Community?
Effective assessment impacts our school community in the following ways:

Students
- Informs, enhances and improves progress and attainment;
- Allows students to be aware of the direction and purpose of their learning through established, previously discussed and consensually developed criteria;
- Allows students to celebrate their own learning irrespective of product quality;
- Impacts and affects the written, taught and learned curricula;
- Supports positive student attitudes;
- Fosters a deeper understanding of content by providing opportunities for inquiry set in, and applicable to, real world contexts;
- Supports the development of higher-order cognitive skills by providing assessment objectives that activate these skills;
- Supports active student participation in "judging" work and presenting their own

understanding and growth to others;

Teacher:
- Initiates and encourages effective teaching and student learning;
- Provides a platform for measuring student development in academic and life skills;
- Provides data for teacher reflection and subsequent action;
- Informs collaborative planning;
- Aids teachers in maintaining a balance between focus on process and product.

Leadership Team
- Provides essential data to measure attainment comparisons to international standards
- Provides essential data to measure progress
- Provides data to inform added-value and to evaluate the general efficacy of the teaching and learning process;
- Contributes to school development planning;
- Enables the presentation of accurate data to the governing body, KHDA and other external agencies;
- Enables report and certification.

Parents
Keeps parents informed and involved in their child's learning development;
Allows parents opportunities to be involved in celebrating achievement and setting goals.

Forms of Assessment
In line with our belief that students are individuals with varying learning styles and needs, our assessment methods reflect and enact that. We provide them with opportunities to learn in a style that will maximize their development. In the same way that we differentiate learning activities, we also differentiate our assessment methods to ensure that every child's learning is adequately valued and celebrated. In addition, we accept and embrace that cultural differences, language competencies and mother-tongue acquisition are part and parcel of a child's personality and we, therefore, reflect these into our assessment practices. Rather than relying on approaches that provide assessment solely for the purposes of grading and ranking, our assessment strategies integrate students' learning activities, construction of knowledge, appreciation and awareness, and personal attitudes and qualities.

We employ **diagnostic**, **formative** and **summative** assessment methods that actively involve all learners.

Diagnostic assessment takes place at the beginning of a unit or block. Teachers assess students' prior knowledge and experiences upon which to scaffold further learning. Diagnostic assessment also assists in identifying students' areas of strength and those areas that require further teaching and/or support.

Formative assessment is interwoven within the daily learning process to assess what students know in order to plan for the next stage of learning. Formative assessment not only informs teachers about their students' understanding and performance, it also sheds light on teaching effectiveness.

Summative assessment takes place at the culmination of a teaching cycle and provides

students opportunities to synthesise their conceptual understanding through successful application. Summative assessment is built into the planning and students are encouraged to be involved in their own reflection and evaluation.

All of the forms of assessment are implemented using the following assessment strategies, or others as deemed appropriate.
Student and class assessment files
Learning Journals
Student work in Books
Observations
Performance Assessments
Process-focused Assessments
Selected Responses
Open-ended Tasks

Assessment Tools
The following assessment tools are used in the assessment process.
Rubrics: Rubrics are established sets of criteria for scoring or rating children's work, portfolios or performances. Descriptors inform the child and the assessor what criteria are used for rating the work on a predetermined scale. Rubrics may be developed together by children and teachers.
Benchmarks/Exemplars: These are samples of children's work that provide standards upon which other samples are judged. Benchmarks/exemplars can be used in conjunction with rubrics or continuums.
Checklists: These are lists of information, data, attributes, or elements that should be present. A mark scheme is a type of checklist.
Anecdotal records: Anecdotal records are brief written notes based on observations of children. These records will be systematically compiled and organized.
Continuums: These are visual representations of development stage of learning. They show a progression of achievement or identify where a child is within a process.

Frequency of Assessment
We believe that assessment should be a positive experience and manageable. Recording of assessment will be at short, medium, and long-term levels with data stored in the School's digital tracking system.

Short-term Record: In short-term recording teachers utilise notes and annotations to record progress and performance of individuals and groups of students. This information informs short and medium-term level planning and identifies particular focus areas, teaching strategies, groupings of students, procurement of resources and further reporting. During this process, teachers also use verbal assessment by effectively asking closed and open-ended questions. Short term formative assessment informs tracking of progress on school's digital tracker "Learning Ladders" on an ongoing basis.

Medium-Term Recording: Medium-term assessments are used as starting points for discussion on future planning and goal setting with students, colleagues, parents and administrators. Teacher records contain checklists and records of continuous assessment developed in core subjects and specialist subjects. Half termly assessments or key areas inform summative evaluation of students' progress towards taught outcomes against all key subject areas and inform update of Learning Ladders trackers, which in turn, inform future planning for groups and individuals.

<u>Long-Term Recording:</u> Long-term recorded assessments may include:
Student self-reflections
Tasks/tests for core subjects
Skills checklists
Continuous assessment checklists
Attitudes & values notations
Digital/Physical portfolios
Evaluation on medium and short term planning
Ongoing and summative evaluation on IEPs for students of determination
Reports from external specialists for students of determination
Standardised assessments (GL Progress Tests and ACER IBT)

Reporting to Parents

At SVS, we believe effective reporting should:

- Involve students, parents and teachers;
- Be comprehensive, honest, fair and credible;
- Be clear and understandable;
- Employ what has been learned to inform future teaching and assessment practices.
- Value & celebrate progress as much as attainment
- Make the school accountable against international benchmarks

Forums for consultation and reporting

The Smart Vision School will offer a variety of formats for information sharing and consultation meetings with parents. These will include:

- Whole class meetings for parents with class teachers at the start of the academic year - within the school day and evenings
- One-to-one meetings for parents with class teachers at various points during the year - within the school day and evenings
- Goal-setting conferences within the first 6 weeks of the year
- Termly and/or yearly information sheets for parents about curriculum content.
- Curriculum workshops - within the school day and evenings
- Written mid and end of year reports
- VLE (Virtual Learning Environment)

Reporting and Assessment Calendar

The reporting and assessment calendar at SVS is as follows:

Term 1	Goal-setting / Settling in report and conferences
Term 2	Formal mid-year report student-led student/parent/teacher conference
Term 3	Optional parent/teacher conference & formal end of year report

External Examinations

The Smart Vision School, implements a number of external examinations as per KHDA recommendations to provide us with a tool for benchmarking against international standards.

The following examinations are conducted annually:

GL Baseline (for 4-yr olds) and Progress Test for English, Mathematics and Science from end FS2-Y6
GL Cat 4 for seven years onwards
GL Pupil Attitudes to Self and School Survey
ACER IBT Arabic Test for Year 4 and 5

Purpose of the Examinations

- The examinations are an important tool to measure the academic standard of the student against national and international benchmarks.
- They provide important feedback to teachers and the Principal on the learning and teaching of each topic in each subject and help to diagnose departmental strengths and weaknesses.
- Collation of the results throughout the school forms a basis on which the performance of each teacher and class can be monitored.
- Data from examinations is triangulated to qualify internal data

Internal Assessment Expectations

Baseline assessments are conducted in the first four weeks of new academic year and within 4 weeks for all new admissions throughout the year.
Baseline internal assessments allow teachers to ascertain starting point for all students and to identify needs of similar ability groups. Students are grouped according to starting points for Arabic, Maths, Phonics, Oral Language and Reading.

Such initial internal assessments include (see assessment schedule):

Foundation Stage
- Developmental Detailed Profile
- Phonics screening
- OSAAT oral language screening

Primary
- PM and Arabic (if relevant) Running Record to establish instructional reading level (book band)
- Unaided writing sample, levelled using Ros Wilson Big Write marking tool
- South Australian Spelling Test
- Phonics/Letters & Sounds Screening (if relevant)
- 100-300 Magic sight words checklist (if relevant)

- PUMA Mathematics baseline for new pupils (end of year baseline used for plotting existing pupils)

All assessment data is collated in classroom assessment files.
Students' reading and writing will be tracked minimum 6-weekly using same tools (formative)
Student's reading and maths will be tested Termly using PUMA and PIRA (summative)
All internal assessments will inform regular and ongoing use of individual Learning Ladders tracking to inform planning and individual targets.

Moderation & Triangulation

Internal judgements will be moderated regularly.
External assessment will be checked/triangulated against internal judgements to ensure highest level of consistency.