

Welcome to DES Primary Assessment Meeting

Wednesday 4th October 2017



DUKHAN ENGLISH SCHOOL

Working in Partnership

Numerous research studies show that parental involvement in children's education from an early age has a significant positive effect on educational achievement.

- The Effective Provision of Pre-School Education Project found that children whose parents who were actively involved in supporting them from the age of 3 performed better academically and socially at the age of 10
- The National Child Development Study conducted in the UK reported parental involvement was associated with increased attainment in English and Maths at the age of 16.

Here at DES we value your support and will work in partnership with you to ensure our children have a successful school experience and fulfill their potential.



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Aims of the session

We will cover the following:

- The Principles of assessment
- How and when do we assess pupils
- Use of Target Tracker to monitor assessment
- Reporting assessment
- The Home School Agreement

What do we mean by assessment?

Assessment is the process of gathering evidence on:

- student learning,
- achievement
- development of skills

It is the bridge between teaching and learning

Principles of assessment?

The Assessment Reform Group describe effective assessment as that which:

- Is used to modify the process of learning in the classroom
- Involves sharing learning goals with pupils
- Provides feedback so pupils know what they need to do next to meet Learning Objectives
- Involves both teachers and pupils review and reflect on assessment data

Through our new assessment policy we will ensure that there is a consistent approach to assessment across school so it leads to improvements in pupil performance and achievement.



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How and When do we assess?

Baseline assessment – a series of tests at the start of the academic year. *Used to determine ability levels of the pupils and provide staff with accurate starting points - ‘Summer Dip’*

Formative assessment – a variety of techniques used by teachers during the learning sequences to gauge pupil understanding. Includes:

- Diagnostic testing – *given prior to starting a unit of work*
- Questioning
- Assessment for Learning activities (AFL)
- Ongoing marking of books and pupil work
- Observations

Used to inform and modify the teaching sequence to best meet the needs of the pupils. Is recorded on Target Tracker

Summative assessments – tests at the end of a unit, term and end of year exams. **Are used alongside formative assessment to give an accurate picture of a pupils learning.**

Target Tracker

The on-line assessment system we are using to track the progress and achievement of our children

- The current English national curriculum defines the skills that pupils **must learn by the end of each year in primary school**. These are called Age Related Expectations (ARE)
- **A child's learning is measured according to how many of these ARE statements they have achieved for each subject**. The statements correspond to Learning Objectives taught in class – *we are starting with Reading, Writing and Maths*
- Teachers use formative data and for each statement assess a pupil against 3 descriptors:
Beginning – showing some successful evidence of the outcome after direct teaching
Working Within – in independent work are showing accurate use of the outcome (errors still present)
Secure – accurate use of the outcome across several pieces of work
- If a pupil shows accurate and fluent use of the outcome across the curriculum they are assessed to be Secure + (mastery level)



Target Tracker

Target Tracker

File Home EYFS Reports Steps Reports Charts Other Reports Levels Reports EYFSP 2008 Admin Statement Assessment Filters Pupil Groups Pupil Filters Help

Reading Pupils Previous Pupil Next Pupil I Can... Interim Framework Statements Statement Groups Search Options Assessment Term Autumn 1

Band 1 (23 statements)	Band 2 (24 statements)	Band 3 (16 statements)	Band 4 (17 statements)	Band 5 (15 statements)	Band 6 (15 statements)	Statement Pupils
Word Reading Apply phonic knowledge and skills as the route to decode words	Word Reading Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Word Reading Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; English Appendix 1	Word Reading Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; English Appendix 1	Word Reading Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling	Word Reading Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling	Ahmad Nasir
Word Reading Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Word Reading Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes	Word Reading Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)	Word Reading Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)	Comprehension Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Comprehension Maintain positive attitudes to reading and understanding of what he/she reads by reading books structured in different ways for a range of purposes	Alain Bernard Frederic Ter Haar
Word Reading Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Word Reading Recognise alternative sounds for graphemes	Comprehension Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction	Comprehension Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction from our literary heritage, and books from other cultures and languages	Comprehension Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he has read to his/her peers, giving reasons for their choices	Comprehension Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventional forms of writing	Alwi Abdullah Alwi
Word Reading Read many common exception words from English appendix 1	Word Reading Read accurately words of two or more syllables that contain graphemes taught so far	Comprehension Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways	Comprehension Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways	Comprehension Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways	Comprehension Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways	Chinmayee Mangesh Kotheekar
Word Reading Read words containing tricky GPCs	Word Reading Read words containing tricky GPCs	Comprehension Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways	Comprehension Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways	Comprehension Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways	Comprehension Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways	Dafni Mirza Bin Mohamad Shafie

Assess all 22 pupils as

Not Begun

Beginning

Beginning in...

Working Within

Working Within in...

Secure

Secure in...

Statement Pupils

- Ahmad Nasir
- Alain Bernard Frederic Ter Haar
- Alwi Abdullah Alwi
- Chinmayee Mangesh Kotheekar
- Dafni Mirza Bin Mohamad Shafie
- Dua Rizwan
- Esam Khan
- Faris Shadi Daoud Aljabarat
- Gopika Preejith Ambazhathinkal
- Hamza Gabdushev
- Inshal Aftab Jamali
- Irfan Hisyam Surya
- Ismail Ayoub
- Jana Ahmed Talib Abutaleb
- Laila Mahmoud Hassan Abbas
- Mohamed Yehya Hassan Affif
- Mohammad Ameen Arif
- Mohammed Zayid Al-Amri
- Muhammad Essa Masood

Ready Admin (Admin) Current Term: Autumn 1 Pupil Selection: Y3 'BARA Pupil Filter: All Pupils (22/22) Zoom - 100% Zoom + Show Notifications 1:59 PM 01/10/2017

Target Tracker

- To support progress measures each of the three descriptors are broken down into two parts:
Beginning – showing some successful evidence of the outcome after direct teaching
Beginning plus (+)
Working Within – in independent work are showing accurate use of the outcome (errors still present)
Working Within plus (+)
Secure – accurate use of the outcome across several pieces of work
Secure plus (+)
- Target Tracker groups the statements for each year in bands, i.e. Band 1 = Year 1
- At the end of the year, Target Tracker analyses the results for individual statements, by subject, and will give an overall level that the pupil is working at i.e. 1b, 1WW+, 1S etc.

Reporting home on assessment?

- In Autumn baseline assessment results will be shared during parent-teacher meetings. A level will be given for each subject, i.e. Reading 4WW, Maths 4B+ etc.
- At the end of the end of each term parents will receive a report detailing which of the objectives have been taught and how each child has performed in relation to these .
Teacher assessment judgements will be validated using summative tests.
- At the end of the end of the year parents will receive a similar detailing which of the year group objectives have been achieved, along with a grade to show what





Pupil Summary Report

. Fatimah Azzahra M

02 October 2017
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Year 4 Autumn 1

Reading: Word Reading

Band 3	Band 4
Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; English Appendix 1	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; English Appendix 1
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)	Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)

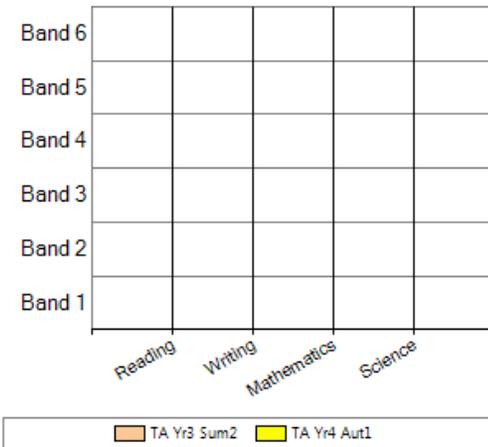
Reading: Comprehension

Band 3	Band 4
Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction	Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways	Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes
Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read
Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books	Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally
Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination
Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination	Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry
Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words	Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books
Understand what he/she reads independently by asking questions to improve his/her understanding of a text	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context
Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity
Understand what he/she reads independently by predicting what might happen from details stated	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text

The statements in blue are the ones the pupil is secure in. Statements in red are those that the pupil is still working within.

Individual Assessment Summary . Fatimah Azzahra M

02 Oct 2017



Expected Age Attainment Range

Subject	B	W	S	S+
Reading				
Writing				
Mathematics				
Science				

● Current Attainment

A report similar to this is being developed and will be shared at the end of the year along with the teachers report

Attendance

100.0% (12 sessions available)

Things we are working on

Mathematics

I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number.

Any Questions?



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