

Mission Statement

Ambrosoli is a community minded school that nurtures curiosity, creativity and global awareness through an inspiring, broad and engaging curriculum. Children learn to become resilient and respectful in an environment where each child is challenged and encouraged to thrive and achieve as an individual.

Our Vision

Empowering pupils to become confident compassionate and internationally minded learners.

Policy

At Ambrosoli International School, we believe that assessment is an integral part of the teaching and learning process. Teachers arrange time to observe, assess, reflect and review achievements of each child on a regular basis. They involve children in this valuable learning activity through self and peer assessment, giving feedback and setting targets.

We aim to -

- Show children how they are going to make the next steps towards improvement and greater attainment
- Help children understand their learning style, their strengths and how to develop strategies to improve challenge areas
- Make a judgement about a child's attainment based on knowledge gained through techniques such as observation, questioning, marking and testing
- Provide an accurate picture of every child's achievement and progress
- Provide assessment information for use with the whole class, groups within the class and individuals
- Involve parents in the manner we assess children and understanding the results
- Adapt planning and teaching as necessary in response to assessment

Assessment for learning is the process of identifying what the learner has or has not achieved in order to plan the next steps in the teaching and learning process. It involves using assessment in the classroom to raise pupils' achievement and is based on the idea

that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Effective assessment for learning involves -

- sharing learning goals/intentions with pupils
- helping children know and recognise the criteria for success
- providing feedback and marking that helps pupils to identify how to improve
- pupils learning self-assessment techniques to discover areas they need to improve
- the use of effective questioning to assess progress
- both the teacher and child reviewing and reflecting on individual performance and progress and setting targets for improvement
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques

Procedure

Formative Assessment **Early Years**

- Special books - children have a portfolio of their own work of which each child comments and reflects on their own learning. This is shared with the parents and sent home at the end of each academic year.

- Tapestry Online Journal- Teachers upload pictures, videos and observations of children learning, playing and exploring in class and share with the parents through an online portal. Children share their learning on a real time basis to encourage communication around their own learning.
- Observational (In the Moment) Planning - Within our early years we use observational planning, we record what the children achieve and add learning steps that is then either continued in that moment or recorded for further weekly planning. Each child is seen as an individual and is encouraged on their own developmental learning journey.

Primary

- Oral feedback - making time to talk to pupils and teaching them to be

reflective about the learning objectives and about their work and responses

- Questioning – this will allow the teacher to check what the pupil understands and challenge/ support the learning further and address any misconceptions
- Self assessment - pupils will be encouraged to see for themselves what they need to do to improve and discuss it with the teacher. This may be done through discussion, smiley faces, traffic lights, rubrics, target setting and student led conferences
- Peer assessment – focusing on the learning intention of the task
- Marking written work meaningfully and giving pupils time to review and reflect on any comments

Formal Assessment

EarlyYears

- EYFS development matters milestones
- End of reception each child completes the EYFS learning profile against the Early Years learning goals, when completed the children are ready to access the Year 1 primary curriculum

EYFS English

- Pre-phonics criteria is used to ensure children are ready to access the Jolly

Phonic program

- Letters and Sounds program is introduced and assessment against knowledge, skills and understanding in both reading and writing is formalised EYFS Maths
- Children are assessed to ensure quality transition between our early years and primary curricula EYFS Physical Development
- A formal assessment on the children's fine and gross motor development
 - 2 year old development check as a baseline when entering the school
 - Children complete a use of dominant hand assessment

Primary

English (Rising Stars Objectives)

- Reading assessment at the start of the year
- Writing assessment at the start of the year
- Reading targets set with children twice a year
- One formal written assessment each term
- Writing targets set with children twice a year
- Weekly spelling test (from Y2)

Maths (Rising Stars Objectives)

- Baseline number assessment
- Termly summary assessment of subject matter covered (see Mathsframe)
- Weekly Number Club

IPC

- Knowledge harvest at the beginning of the unit
- Skills rubrics used for each unit
- Exit point/ Presentation to enable assessment of understanding

Year 4 only

- CAT4 assessment used in first half of term one.

Tracking

Early Years

- Tracking portfolio is kept to ensure up to date assessment and monitoring of individualised development which is passed up through the school
- Tapestry inputs are given weekly (1 per child as minimum)
- Classroom Monitor is updated at the end of each term

Primary

- Assessment data for all subjects added to Classroom Monitor regularly
- IPC assessment added to knowledge and understanding spreadsheet

- Evidence provided in books or on Classroom Monitor
- Teachers keep records of Reading Levels and Number Club to check progress and for hand-over to a new teacher



Robert Kabushenga

Chair of the BoG on behalf of the BoG