

SAFEER INTERNATIONAL KINDERGARTEN

STUDENT ASSESSMENT POLICY

الرؤية: دعم الأطفال لتقوية شخصياتهم وتنمية حبهم للتعليم في بيئة رعاية ومحفزة وشاملة.
الرسالة: توفير تعليم عالي الجودة ورعاية الأطفال في بيئة آمنة ومحترمة وشاملة تبني أساساً للتعليم مدى الحياة سنفعّل ذلك من خلال توفير بيئة تعليمية مرحبة وسعيدة وآمنة وداعمة يتساوى فيها الجميع ويتم الاحتفال بجميع الإنجازات.

Vision

"Supporting children to strengthen their personality and develop their love of learning in a caring, stimulating and inclusive environment".

Mission

"High-quality education and childcare in a safe, respectful and inclusive environment that builds a basis for lifelong learning. We will do so by providing a welcoming, happy, safe and supportive learning environment in which everyone is equal and all achievements are celebrated".

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Safeer International Kindergarten, offer a way of teaching approach to education that shares the underlying principles of the Early Years Foundation Stage (EYFS). The teaching practices relate to the revised EYFS and includes the learning and development requirements as well as those for welfare and assessment.

In our school's settings, assessment of children is based on observations and recording of children's progress supported by samples of their work and photographs documenting their engagement with activities within the setting both inside and outside. These documents describe the child's unique learning and should be kept in a portfolio providing on-going evidence and the basis for the assessment of individual children's learning and progress within the setting.

Evaluated observations help practitioners understand children's achievements, interests and learning styles, and will be reflected in planning for individual children attending the setting.

As each child enters the Early Years Foundation Stage, we use our professional judgement to assess the age band children are working 'within' the EYFS's 7 areas of learning. Within 6 weeks of the child starting, they will be given a 'baseline' assessment, and the teachers will record their evaluation in the baseline assessment sheets.

Following assessment / evaluation methods are in place at Safeer KG.

- Baseline Assessments
- Assessment Trackers
- On-going assessments (English, Maths, Arabic and Science – Evidence will be recorded by the teachers)
- Daily Observation and Evaluation
- Class Work and Homework

Upon admission into Safeer KG, the children will be formally assessed. Results are used to create /modify planning, set targets and aid early identification of special needs. Children will be observed and assessed regularly to ensure that the next steps in learning are appropriately planned to help children make progress.

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The teachers at Safeer KG undertake observations and assessments in the following seven learning areas of Learning and Development:

- Communication and language
- Physical development
- Personal, social, and emotional development
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design Characteristics of effective learning.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways. **These include:**

- Teacher's plans (Semester and weekly plans)
- Children's work sheets, workbooks and copy books
- Teacher's notes
- Pupil progress meeting records
- We offer 2 progress reports per year and 3 Final Reports for three terms. The Progress Report for each child is sent to parents' 1st and 2nd Term only, before report card, to keep parent informed on the student's progress. Twice a year for KG1 and KG 2 children. Parents are invited to attend formal Parent Teacher Meetings with the teacher during the 2 Semesters of the year. Should the need arise, parents are welcome to discuss the progress of their child with the teacher at other times on an individual basis with prior appointments.

We believe reporting reports promote and provide:

- Good home / school relationships
- Information for parents
- An opportunity for discussion with parents
- Targets for children (included in the progress report)

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