The Springfield Kindergarten

Evaluation Policy

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Rationale:

At The Springfield Kindergarten, we believe that Evaluation should be continuous and integrated into all lessons, in order to best support the attainment and progress which our students achieve. It involves gathering and analyzing our students' performance and providing feedback on their learning process. Evaluation recognizes what students know, understand and can do and feel at different stages. Our Evaluation is central to the acquisition of knowledge, the understanding of concepts, mastering of skills, development of attitudes and the decision to take action. All teachers and students are actively engaged in assessing and reflecting on student learning and teaching. At the Springfield Kindergarten, we value parent involvement and encourage parents to take an active role in the student learning process; therefore, parents will be kept informed of student learning process.

Objectives:
- To enable students to express and share what they know, understand, and can do in their learning;
- To assess the students' level of engagement;
- To provide feedback to teachers, students and parents on the learning process;
- To allow teachers to reflect on each students' individual needs and plan work to support their learning accordingly;
- To plan future learning experiences for the students;
- To provide information for evaluating the effectiveness of our kindergarten program.
- To encourage independence and the ability to work collaboratively.

Effective Evaluations allow teachers to:
- Inform every stage of the teaching and learning process;
- Plan in response to student and teacher inquiries;
- Gather evidence from which sound conclusions can be drawn;
- Provide evidence that can be effectively reported on and understood by the whole school community;
- Collaboratively review and reflect on student performance and progress;
- Take into account a variety of learning styles;

Effective Evaluations allow parents to:
- See evidence of student learning and development;
- Develop an understanding of the student's progress;

The Springfield Kindergarten   *Evaluation Policy*

- o Provide opportunities to support and celebrate student learning;
- o Understand the Evaluation criteria.

Typical Areas of Development:

The Prime Areas of Learning		
Communication and language	Physical development	Personal social and emotional development
Specific Areas of Learning		
Literacy	Numerical Ability	Understanding the world	Expressive and creative art.

1. Roles and Responsibilities:

Students should:

Be able to identify their own strengths and weaknesses and set learning targets/goals, in accordance to their own individual needs.

- Ask questions about their learning.
- Interact with teachers in the classroom to establish a learning partnership, allowing teachers to identify any areas which need addressing, whilst allowing the student to be able gain support and guidance, allowing them to take the next steps on their learning journey.
- Take pride in their work and ensure that work in the copy books is of a high quality, allowing teachers to use it as a means of assessing the student's learning.
- Complete all homework tasks. These contribute to both the effort and the attainment grades awarded.
- Revise thoroughly for all tests and Evaluations.
- Aspire to be the best that they can possibly be both academically, socially and morally.
- Enjoy learning!

Teachers should:

- Be able to identify students' strengths and weaknesses and plan their work in accordance to individual needs.

- Provide a classroom environment where students are welcomed, personally valued and know that they would be expected and helped to do their best, so that there is a strong emphasis on high expectation to lead to high achievement.
- Support students in setting their own targets and ensure clarity of aims and expected outcomes are discussed clearly at the outset.
- Ensure that effective use is made of curriculum standard descriptors, to demonstrate to students what they need to progress in their learning and attain higher standards.
- Ensure students are trained to assess samples of work against grade criteria and/or Evaluation rubrics.
- Formally and regularly record student effort and attainment and keep detailed records of this in mark books.
- Provide regular documentation and support materials for all students.
- Ensure that a range of effective Evaluation procedures are delivered and that dialogue takes place with students to support effective Evaluation of the learning taking place.
- Ensure homework follows school policy and that when work is returned, students are given written and/or oral comments that combine clear evaluation with sensible advice and manageable targets for improvement.

Parents should:
- Provide an effective learning environment at home where their child feels secure and supported.
- Attend any information meetings and parents' evenings to discuss current performance of their child or use other communication channels.
- Support targets that have been set and monitor progress that has been made or needs to be developed by supporting the school-home partnership to improve the learning environment
- Take an interest in the social and academic progress of their child and support events where their child has an opportunity to participate.

Headmistress and Coordinators Should:
- Ensure high quality learning, teaching and Evaluation for all students.
- Provide support for all students, teachers and parents to ensure that students make excellent academic progress.
- Analyze and track Evaluation information to ensure that data is used to support student learning.

2. Evaluation Breakdown:

Each term, the following Evaluation format is used to gather Evaluation information for each student.

The Springfield Kindergarten   *Evaluation Policy*

a. Student Attainment

This represents the academic achievement which the student has made and consists of the following components:

Half Yearly Evaluation: (50%)	End of Year Evaluation: (50%)	Final Grade: (100%)
Evaluation 1 and 2 marks are based on ongoing, continuous Evaluation of the students' achievements, against curriculum standards.		Final end of term Evaluations which demonstrate the learning which has taken place throughout the term.
These grades are reported as grades **A*- D** and are converted to a % to contribute to the final end of term/end of year mark.		These grades are reported out of 50 to contribute to the final end of term/end of year mark (%).
Both formative and summative Evaluation techniques are used.		Summative Evaluation techniques are used
Teachers make an Evaluation of a student's attainment using a variety of sources of information, including: • Classwork • Homework • Tests • Projects • Workbooks • Oral Recitation		Final Evaluations will mostly be made up of the end of term internal examinations but may also include the following assessed pieces of work: • Projects • Practical Evaluations • Oral recitation
The teacher makes a professional judgement to identify what level the student is working at, using the below CBSE grading system.		

b. Student Effort

This represents the attitudes, effort and behavior which the student has demonstrated towards their learning.

Attainment Grades:

Each term a mark is awarded (number 1-5) to identify the effort, behavior and level of engagement which the student has demonstrated through their studies, whilst in school and also through their completion of homework. The effort and behavior which students demonstrate will also support and contribute towards their academic performance (attainment) but attainment marks are no longer awarded for levels of participation and good conduct.

Descriptor/Remarks	Grade	Description
"Outstanding"	1	Outstanding effort and behavior, allowing the student to make outstanding progress for a student with his/her academic ability.
"Excellent"	2	Very good effort and behavior, allowing the student to make better than expected progress for a student with his/her academic ability.
"Very Good"	3	Good effort and behavior, allowing the student to make the expected level of progress for a student with his/her academic ability.
"Good"	4	Satisfactory effort and behavior, allowing the student to make sufficient progress.
"Scope for Improvement"	5	Unsatisfactory effort and behavior, resulting in the student making insufficient progress for a student with his/her ability.

The Springfield Kindergarten   *Evaluation Policy*