



EYFS Assessment Policy

AI Madina International Kindergarten

Assessments at AI Madina International Kindergarten plays an important part in helping parents, care takers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. The staff respond to their own day-to-day observations about children's progress and observations that parents and care takers share.

As each child enters the Early Years Foundation Stage we use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning. Within 4 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 AI Madina

- Baseline Assessments
- Assessment Trackers
- On -going assessments (Literacy, Numeracy, Arabic and Qur'an – Evidence will be recorded on the school's Assessment Tracking System – WCBS)
- Daily Observation and Evaluation
- Class Work and Homework

Assessment in the Early Years Foundation Stage

On entry to the AI Madina, 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 in order to help children make progress.

EYFS teachers at Al Madina undertake observations and assessments in the following seven learning areas:

- 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 (Term and weekly plans)
- Children's work sheets, work books and copy books
- Teacher's notes
- Pupil progress meeting records

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)
- A written report for each child is sent to parents thrice a year for KG1 and KG 2 children. Parents are invited to attend formal Parent Teacher Meeting with the teacher during the three terms 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.

Our Vision

To become the leading school of choice within Qatar, producing responsible and productive citizens for the betterment of society as a whole.

أن نصبح

رؤيتنا
مدرسة رائدة مختارة في قطر، تنتج أفراداً مسؤولين ومنتجين من أجل صالح المجتمع ككل.