

RAWDHATUL ULOOM (MADRASSAH)

Assessment, Recording, and Reporting of Achievement

RATIONAL

At Madrasah the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired and what concepts have been understood. This enables teachers to reflect on what children are doing and informs their future planning. The outcomes of our assessments will help children become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation. Our assessments also provide information for others including:

- Parents to show progress/concerns, and involve them in the teaching process;
- Other teachers to help them to plan and gain informed views;
- Ongoing daily performance/ self evaluation to provide hard evidence of attainment.
- Ongoing termly assessments to provide hard evidence of attainment.
- Daily attendance record to boost attainment and progression. (95%)

Moreover at Madrasah we believe that formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It also enables teachers to set appropriate work at the level necessary for the children's continuing progress.

We also believe that ongoing assessment is important for informing pupils, parents, teachers and management of a child's attainment and progress. This will also inform whole madrasah target setting and prediction of a cohort's future attainment.

Madrasah's aims of assessment and recording.

- This is to improve learning through specific, constructive, periodic feedback to teachers, parents and pupils, which is acted upon.
- Assessment and recording procedures are also necessary to meet specific requirements to pupils, parents and management .

In order to achieve this we believe that:

- Records and evidence of assessment must be useful and manageable.
- To be fair to pupils, our judgements need to be consistent.
- A variety of assessment techniques, for example, observation, listening and questioning either by oral or written assessments.

- Feedback needs to be both verbal and written and should where possible be target based.
- Pupils will be involved in reviewing/self assessing their own and other children's work where and when appropriate.
- Effective assessment involves pupils, teachers and management.

Planning Assessments

At Madrasah we feel it is important to plan assessment opportunities in:

- What the children know;
- What they understand;
- What they can do.

How do we plan?

Each class teacher is responsible for expanding their relevant Planning Matrix into a daily and monthly plan, which illustrates the degree and extent of planned curriculum coverage in each subject, termly.

Short-term plans are weekly forecasts, completed in advance of the teaching week and will include all teaching activities, resources, grouping arrangements and assessment opportunities. These are handed to the Principal.

The whole teaching staff work as a team to review assessment issues and procedures which operate at Madrasah on an annual basis. This means that the staff as a whole refreshes the principle of relevant and on-going assessment, providing support for each other throughout each year.

Assessment opportunities are included in all teachers' medium and short-term plans, and these form the next stage of teaching and learning.

Our planning identifies:

- What the assessment is;
- Who it is for (individual, group, class);
- What evidence will be collected.

These might be discussion or observations with notes taken, children's work, results of tests, etc.

Evidence of Self-Assessment

Children at Madrasah are involved in their own self-assessment. They are encouraged to evaluate their own work and achievements, and, where possible, set their own targets.

This is done through encouraging the children, to consider their own outcomes and often those of their peers, to ascertain their own perception of their progress and to target what they need to do to progress further.

Formative Assessment

At Madrasah , all teachers assess children in their class on a regular basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provides motivation for the children and helps inform planning. These types of assessments take place on a regular basis with:

- Individual assessments;
- Group assessments;
- Class assessments.

Through:

- Observation;
- Discussion
- Hard evidence.

Summative assessment data from target tracker will be used at the beginning of a new madrasah year to inform new teachers and will be used for target setting and the identification of intervention groups. Records should provide information about pupils which is clear, easy to interpret and useful.

Summative assessments are also used to help us decide what a child can do at a particular time. This is done through:

Assessments for specific tasks – at the end of a topic or after teaching a specific skill or concept;

- Termly assessments for curricular records;
- Reports: end of year – based on test results – full written report.

Assessments, once completed, are entered by the class teacher into the relevant assessment files and passed onto the madrasah management to input on the tracker.

Teaching Strategies and Learning Opportunities

At Madrasah we provide for differing abilities and strengths through the use of a variety of activities and materials. We provide learning experiences which accommodate a variety of learning and teaching styles.

Within each class, activities are provided which require different groupings of children (that is in pairs, groups, individual or whole class).

Differentiation

Differentiation is a planned process of intervention in the classroom to maximise potential based on individual needs.

At Madrasah we actively involve children in as wide range of activities as possible to develop flexibility in their own learning approaches. We are aware that there is a range of differences between children, not just 'ability', and build on what individual children know and can do.

Evidence

Evidence is information that supports a judgement:

- To support the judgements of staff for formative, diagnostic and summative assessments;
- To evaluate curriculum provision and learning experiences;
- Information for other staff in madrasah;
- Information for other users such as parents, support staff, referrals.

Keeping Evidence

A wide range of evidence is kept in the form of:

- Assessment files
- Individual notebooks/diaries for children;
- Variety of reading and language records;
- Teachers' notes of observations;
- Test results;

PRACTICAL APPLICATION

In order to achieve this teacher in the madrasah will:

- Use success criteria as a means of engaging the children in their specific learning intentions and to identify elements of success for an activity.
- Identify opportunities for assessing success criteria in the medium and short term planning in relation to skills and knowledge.
- Use examples of pupil's work assessed against success criteria, to help them to understand their strengths and weaknesses and create targets for their improvement.
- Give pupils clear and understandable targets and feedback about their achievements. Trying to use where possible formative feedback.
- Keep records of assessment, these will be a combination of marking in the children's books, the children's targets, information recorded on foundation assessment record sheets and data from testing kept by class teacher.
- Undertake summative assessments, which will be arrived at through a variety

of testing materials. This data will be recorded on the excel database at the end of each year.

- Update on an ongoing basis records of monthly target/points. This will form the end of year report and end of year assessment data.
- Carry out termly assessments to create targets for improvement for the end of year assessments.
- Communicate targets for improvement with parents after assessments at termly parents Evenings.

MANAGEMENT

Planning

Planning for assessment opportunities will be identified through termly and short-term planning process. End of year assessments will be carried just before the summer term.

Home/Madrasah links

Parents will receive information on their children's achievements, progress and target/targets at parent consultation evenings.

Parents will receive a full written report at the end of each madrasah year.

Monitoring

The policy and practice will be monitored by the Assessment, Recording and Reporting of Achievement leader.

The role of this person is to ensure that the madrasah has a clear assessment policy, which is well founded in the purposes of assessment, and a recording policy which supports pupils' progression and informs teaching judgements; and that these policies are effectively implemented. The leader will also ensure that assessment tests are carried out in accordance with guidelines and. The leader and head teacher is responsible for the madrasah following the correct procedures for these assessments and scoring making sure the system is fair for all children.

Class Assessment results

Whole class assessment data will be kept in a class assessment records on an excel database.

The records in this file should include:

- _ Termly assessments
- _ Weekly points added Monthly
- _ Monthly attendance

Behaviour file

This is a record of certain pupils' social development, indicating strengths and weaknesses through the year. It will be passed on annually. Information from the file may be passed to the new classes as the student progresses, this file should be updated and checked regularly by the teacher who teaches the student.

For Evaluation

Our assessments also help teachers evaluate curriculum provision and learning experiences for individuals, groups, classes, year groups.

Recognise achievement and celebrate this with each child.

This is achieved through: Records of Achievement/progression file which value children's achievements in and out of madrasah

Use of team points, motivation stickers, stamps, certificates, trophies, medals etc

What should we record?

At Madrasah we record:

- Children's progress in all subjects and Islamic Studies
- Strengths and weaknesses – appropriate comments are made in Pupil Profiles/diaries
- Qualities, skills, achievements and interests.

RECORDS AT MADRASAH

RECORDS	DURATION
Curriculum Records each subject	End of each term
Pupil diaries	Daily
Home/Reading Records	Daily
Assessment results	Termly
Points – Behaviour, attendance, home study, class study	Weekly
Attendance	Daily

Examples of Assessments, monthly points, attendance and annual results.

MONTHLY POINT SCORES 2015-2016

Hafiz Sufyaan ATTENDANCE
 Hafiz Sufyaan MONTHLY
 Hafiz Sufyaan ASSESMENT
 Hafiz Sufyaan ASSESSMENT

Hafiz Sufyaan ATTENDANCE LOG SHEET 2015-2016													
	MONTH	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL	%	
	POSSIBLE DAYS	20	21	14	20	15	23	11	20	22	166	100%	
		20	21	14	20	15	23	11	20	22	166	100%	
1	Maleeha	Mukhtar	14	21	11	16	15	21	10	18	145	87%	87
2	Zulaikha	Ahmed	20	21	14	19	15	23	11	20	165	99%	99
3	Jasmine	Hamid	19	21	14	18	15	23	11	19	162	98%	98
4	Ayyan Shahid	Baghdadi	20	21	14	19	15	23	11	19	159	96%	96
5	Pakeeza	Shahid	17	20	13	16	15	17	10	17	147	89%	89
6	Aliza	Naseem	20	21	14	19	15	23	11	19	163	98%	98
7	Naeema	Khan	20	21	14	19	15	23	6	20	160	96%	96
8	Hasnain	Ali	15	19	14	19	14	23	11	17	154	93%	93
9	Munira	Adam	15	20	12	17	13	21	10	14	143	86%	86
10	Alayna	Solkar	20	20	14	19	15	17	11	18	147	89%	89
11	Aysha	Hanif	18	19	13	19	15	22	11	19	158	95%	95
12	Aisha	Anil	17	19	14	18	12	23	10	19	152	92%	92
13	Saniya	Bau	10	15	5	13	9	22	7	5	86	52%	52
14	Mohammed Umar	Gani	20	20	14	17	15	10	11	19	146	88%	88
15	Aaliya	Malik	19	21	14	19	15	22	11	19	162	98%	98
16	Alisha	Surve	19	21	13	17	15	23	11	20	161	97%	97
17	Zubair	Darsot	20	21	14	19	15	22	11	20	164	99%	99
18	Aliza	Malik	14	21	14	19	15	23	11	19	158	95%	95
19													
		18	20	13	18	14	21	10	18	21	156		
		89%	96%	93%	89%	95%	92%	93%	89%	94%	94%		
Hafiz Sufyaan ATTENDANCE Hafiz Sufyaan MONTHLY Hafiz Sufyaan ASSESMENT Hafiz Sufyaan ASSESSMENT []													

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END OF YEAR FINAL POSITIONS 2015-16			
STUDENT OF THE YEAR 2015-16			
CLASS	1ST PLACE	2nd PLACE	3rd PLACE
CLASS 1	Anas Isap	M Danyal Hussain	Aamna Sheti
CLASS 2	Juwairya Jalgonkar	Zakariyya Gormy	Mehek Bagdadi
CLASS 3	Zulaikha Ahmed	Naeema Khan	Alayna Solkar
CLASS 4	Sameer Darsot	Sahal Patel	Aamirah Patel
CLASS 5	Fatima Khan	Yusuf Pardesi	Zainab Buronker
CLASS 6	Ruqayya Ahmed	Siddiqqah Ahmed	Khadija Waghath
CLASS 7	Muhammed Reyhan Patel	Umar Makba	Yahya Kheratkar
HAFIZ CLASS	Khizer Ayuub	Fawzaan Ahmed	Asad Munir
CLASS	BEST ATTENDANCE	OUTSTANDING PROGRESSION	BEST BEHAVIOUR AND CHARACTER
CLASS 1	Jameela Ismail(98%)	Zainab Mahmood	Saraa Chaka
CLASS 2	Musab Ismail(99%)+ Idris Pardesi (99%)	Simra Undre	Maisha Choudhry
CLASS 3	Zubair Darsot(99%) + Pakeeza Shahid(98%)	Munira Adam	Alisha Surve
CLASS 4	Aliyah Dukandar(98%)+ Hashim Beigg (98%)	Mannat Shahid	Areeba Khurum
CLASS 5	Adam Ahmed(100%) + Hannah Khan (98%)	Huda Hussieni	Iman Ahmed
CLASS 6	Sana Shah(96%)	Khalisah Bagdadi	Zara Aqsa
CLASS 7	Ibrahim Darsot(100%)	Uzair Gire	Yaqoob Ali Farooq
HAFIZ CLASS	Rayyan Ahmed(99%)	Shakeel Ibrahim	N/A
PRINCIPAL	1ST PLACE	2ND PLACE	3RD PLACE
AWARD	Zainab Makba	Imaan Khan	Aliya Malik