



LITTLE FLOWER ENGLISH SCHOOL

DUBAI

KG - ASSESSMENT POLICY

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
Policy Lead	MS. SAFEENA IBRAHIM
Role	KG SUPERVISOR
Date of review	22-03-2026
Date of next review	22-03-2027
Signature	

Assessment Policy (Phase 1)

Introduction:

In accordance with the guidelines of NCERT Elementary Education and in alignment with international Early Years assessment practices, we have established an assessment policy for our Kindergarten program. This policy is designed to provide insights into children's interests, achievements, and potential learning challenges.

Assessment Strategies in Kindergarten:

Assessment is a continuous and integral process throughout the Kindergarten program. These assessments are rooted in the child's developmental progress, as observed by teachers in relation to the Development Matters framework. At LFES Kindergarten, assessment data on each student's progress are collected using various strategies within the daily classroom experiences.

Children's learning and level of achievement in the expected learning outcomes are assessed through:

Questions posed and answers given by children

Children's reflection of their learning during plenary.

Children's self-assessment.

Children's interaction with teachers on various concepts

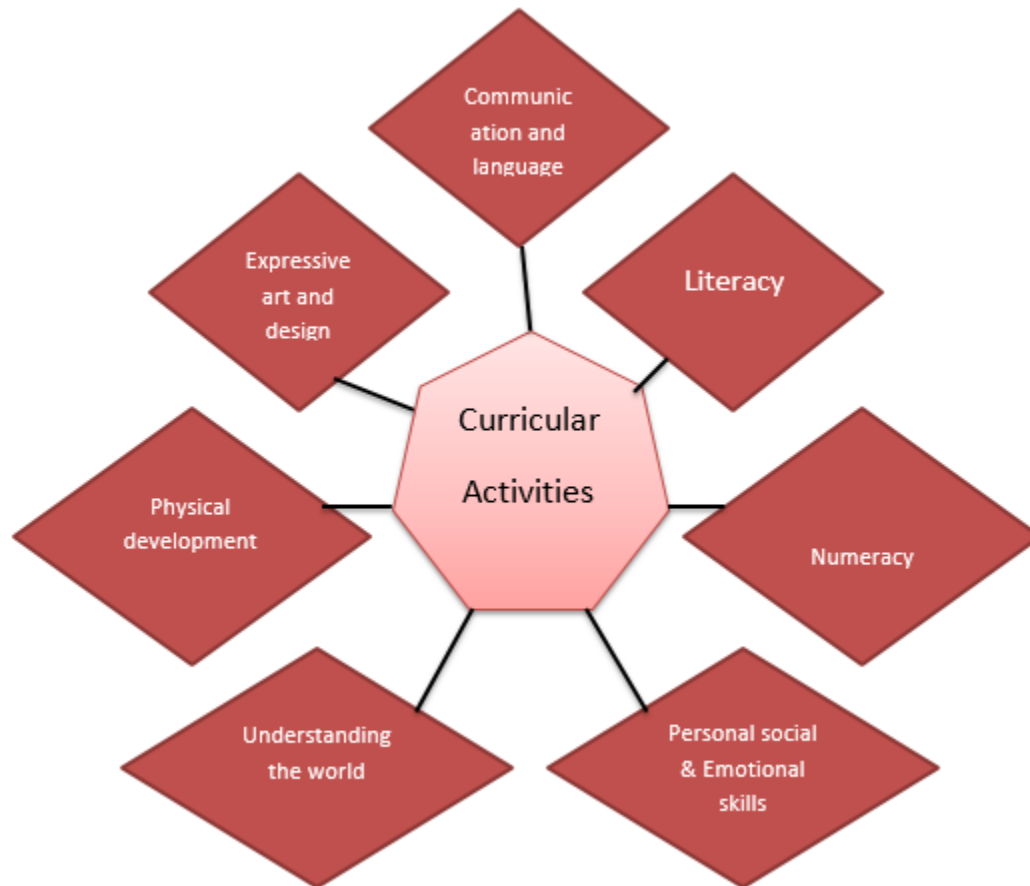
Focused and general observations by teachers during whole group, small group and individual

Summative Cycle assessment

AREAS OF LEARNING & ASSESSMENT PROCESS IN KINDERGARTEN

A range of assessment strategies will help teachers develop accurate profiles of each child's growth and plan appropriate learning programs. A development record/student profile is maintained for each student, serving the following purposes:

- Gathering information about the child's progress in the seven areas of learning in Kindergarten.
- Planning learning opportunities and next steps for the children.
- Recognizing the valuable role Kindergarten plays in a child's education.



Teachers will evaluate students in seven areas of development five times in a term, completing five cycles of Continuous and Comprehensive Evaluation (CCE) for each child annually. Based on the teacher's observations and ongoing assessments, each child will be assessed at one of the following levels:

- 1. Emergent Level:** The child requires assistance to understand and complete the expected tasks.
- 2. Expected Level:** The child can understand and complete the expected tasks independently.
- 3. Exceeding Level:** The child can understand, apply, and complete the expected tasks independently.

In written anecdotal comments, teachers will focus on what the student has learned during each cycle, as well as any significant strengths, weaknesses, and possible strategies for continued growth. Accommodations or modifications made to enhance the child's learning will also be documented.

Individual Education Plans (IEPs):

IEPs are employed for students formally identified as exceptional by SENDco, as well as for students with special needs who are receiving special education programs and services but have not been formally identified. The strengths and areas for growth are based on the expectations outlined in the IEP and may differ from Kindergarten expectations.

Reporting:

Teachers will report on student progress in relation to key expectations in all areas of student learning at the end of each cycle. A formal three-way communication meeting will be conducted to discuss the results of the CCE. Each child's student profile and portfolio folder will be accessible for parents and children to view and will remain with the Kindergarten until the child transitions to another school program or to Primary school. Teachers will seek feedback on assessment results from parents and use their input to develop improvement plans. Activities designed to accommodate mixed abilities of students in the class will be planned, stimulating learning in different learners. The feedback on the plan will be shared with the curriculum team.

Promotion:

All students will be promoted to the next grade level in Kindergarten unless a retention request is made by a parent. No student will be retained in the school.

Analysis of Assessment Data:

The Kindergarten Supervisor, Curriculum Coordinator, Subject Heads, along with an assessment data management Coordinator & team, will collate all results. Conclusions drawn from this data will be used to identify areas in which to challenge and extend students' current abilities. The team will recognize the specific needs of each child and support teachers in planning lessons to meet individual student needs. Regular monitoring and cycle-wise evaluation will help us understand how the program is functioning and ensure that all children are progressing toward achieving Early Learning Goals (ELGs). These evaluations will also improve teacher-child and parent interactions and enhance the overall quality of the Kindergarten program and service delivery.

Periodic reviews will be conducted to refine and update this assessment policy as needed.