

SECONDARY SCHOOL
End of Term 2
Examinations
5th - 9th March

Poetry Evening

Date: 5th March 2018
Venue: School
Time: 5 pm
 Refer to Issues 12 & 13 for more details

Message from the Heads of School.

Mr. Moses M. Kawuma (Primary)

Mrs. Sophie N. Bamwoyeraki (Secondary)

Assessment cont.,

Last week I introduce the topic of assessment and I outlined the different forms of assessment. We are going to look at 2 forms- Diagnostic and formative assessment.

Diagnostic or indicative assessment

Diagnostic assessment identifies strengths and areas for improvement and informs the next steps. It normally takes place at the beginning of a learning programme. It involves the teacher working closely with the pupil to identify their strengths and learning needs. Teachers identify the nature of a pupil's learning difficulties and use this information to plan interventions to address the issues discovered. They should then share this information with the pupil to plan the next steps to improve their learning.

At TNGS, the teacher takes time to assess the child at the beginning of the year in a number of areas – reading, number skills, spelling, creative writing, language application/vocabulary and handwriting. The teacher then makes targets for every child and puts in place a plan on how to achieve the targets. Depending on the age and ability, children may be informed on what their targets are and what they need to do to achieve them.

Formative Assessment (Assessment for Learning or AfL)

Formative assessment, often referred to as Assessment for Learning (AfL), is part of the everyday teaching and learning process. Teachers gather evidence about a pupil's learning, for example by observing, listening, questioning, discussing and reviewing pupil work. They can then use this evidence to:

- identify progress and gaps in learning (including individual support needs);
- set learning goals and success criteria; and
- Provide feedback to pupils.

'Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.' Assessment Reform Group (ARG), 2002

Teachers use AfL to enable pupils to build on their learning. AfL focuses on how pupils can improve their learning. The continuous process of dialogue and interaction between teachers, pupils and peers is an essential part of AfL. This is what is referred to as active learning- pupils involved and responsible for their learning. It involves peer and self-assessment.

At TNGS, the teachers are continuously being trained to assess to children before, during and after the lesson to ensure every child is making progress at their level.

Do not miss out in next week's Newsletter the other 2 forms of assessment

Dear parent of Year 6, you are kindly invited for the Year 6 assembly due to take place on 9th March 2018
Guiding Scripture for next Week

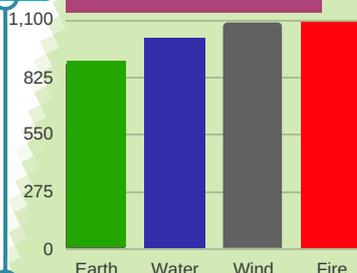
COURAGE

"In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven."

Matthew 5:16

HOUSE POINTS

- | | |
|----------|-------|
| 1. Fire | 1,136 |
| 2. Wind | 1,134 |
| 3. Earth | 951 |
| 4. Water | 1,069 |



NEXT WEEK'S MEMORY VERSE

Therefore, my dear brothers and sisters stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labour in the lord is not in vain
 1 Corinthians 15:58 (NIV)



Memory Verse Champion



Kristen Mutesi Year 7

Star of the Week

- Year 1 LN **Heaven Ntate**
- Year 1 ZA **Kate Elizabeth Amara**
- Year 2 **Jeremiah Mwesigwa**
- Year 3 **Jessie Mbabazi**
- Year 4 **Benicia Katende**
- Year 5 **Gabriella Kebirungi**
- Year 6 **Glen Kuteisa**