

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

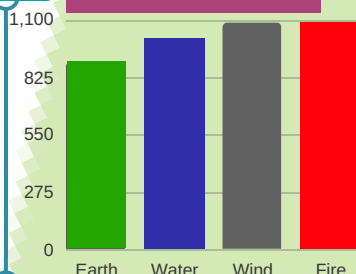
COURAGE

"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 |



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**

Assessment for Learning

Last week we began looking at what happens inside the learners' heads. We would like to delve deeper into understanding how learners learn. More so we would like to know how learners construct their own learning so that, as parents, we can gauge how to help them.

Today we shall look at the key concepts of Assessment for learning. Learning yields best results when pupils take responsibility for it and can transfer it across a range of contexts where it is both authentic and valuable. Key concepts of Assessment for learning are: transferable learning, transparency and responsibility.

Transferable learning: It is worth considering how transferable learning intentions are. Highly transferable learning intentions include Life skills such as working together and managing information. At TNGS we encourage students to work together and to conduct research. Please give them opportunities to research.

Transparency: involves a great deal of what was once known only by the teacher. The pupils now know teachers' formerly strongly secrets such as success criteria; working with students to create tips on how to be successful in their work. We also teach them evaluation skills of how to provide feedback that helps the learners to judge what the next steps to a task are. The students can do this with their own work as well as that of their peers.

Responsibility: Assessment for Learning aims at enabling learners to manage their own learning. Learners are therefore, equipped with skills and responsibility to enable them face learning challenges ably. When learners know the traditional role of the teacher it helps them raise the quality of their work and enhances their learning. We are going to train them to give feedback on their own work as well as on the work of others. Also they get to know the learning objective of every lesson so that by the end of lesson they should ask themselves whether they have achieved the lesson objective.

Next week look forward to reading: How to go about achieving the 3 key principles.

Source: Assessment for Learning: A Practical Guide

Would you like to be part of the Poetry Week as a family or individual?

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