

GEMS Cambridge International Private School Sharjah **Assessment Policy**

Last Amendment: August 2023
Policy Review Date: August 2024

Introduction

At GEMS Cambridge International Private School Sharjah, we believe that assessment and the recording of the data are a crucial and integral part of the teaching and learning process. We ensure that learning objectives are clearly identified in our short-term plans and that students are made aware of the learning objective and success criteria during each lesson. We give our students regular verbal feedback so that they understand what it is that they need to do to improve. We give regular feedback to parents so that teachers, students and parents are all working together to raise standards for all our students.

Assessment is both formative and summative. Formative assessment is a teacher's professional judgment about a student's attainment based on work in books and how the student generally performs in class. Formative assessment is an ongoing part of the everyday running of the classroom. Summative assessment takes place at the end of a unit or term and is a more formal test result. Test data will be recorded into the Phoenix Student Progress Tracker in September (baseline/CAT4); December; March and June. Writing is assessed continuously throughout the year (formative and summative) formal writing assessments take place at the end of each term.

Aims and Objectives

Through our assessment and recording policy, we aim to:

- Celebrate learning and plan the next steps
- Enable our students to demonstrate what they know, understand and can do
- Help students understand what they need to do next to improve their work
- Ensure continuity and progression
- Enable teachers to develop a variety of teaching and learning strategies
- Provide information for parents to enable them to support their child's learning
- Provide the Principal and members of the Executive team and school governors with information that allows them to make judgments about the effectiveness of the school
- Make assessments which are meaningful, useful, consistent and manageable
- Raise the awareness of expectations of students, teachers and parents in an effort to achieve the highest possible standards for each child

Assessment helps students gain confidence as learners by:

- Celebrating what they can do, know and understand.

Students are motivated by:

- Praise
- High standards
- Sharing excellence with the school community
- Positive and constructive feedback
- Clear expectations

Moderating Student Progress

We monitor student progress across the school by moderating a collection of students' work from all subjects. The work is moderated during staff meetings with samples retained by subject leaders in their subject file noting achievements and areas of development for all groups of students.

We use this process to enable us to:

1. Monitor student progress across the school
2. Share and compare successful planning and teaching strategies
3. Have a shared understanding of the yearly objectives and end of Key Stage descriptors for age related expectations

Assessing Students' Achievement

All lessons have clear learning objectives. All set tasks should be appropriate for each student's level of ability. We share the focus of the lesson with the students and ensure that they understand what they have to do to make progress in the lesson. Throughout the lesson and especially during the lesson plenaries, we assess achievement matched to the learning intention and give appropriate feedback to the students. The teacher has to make notes (record) of the students who have not achieved the expected outcome or those who have achieved more than expected. This information is used to inform our future planning.

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Evidence of ongoing assessment can be found in:

1. Our online student tracking system 'Phoenix Student Progress Tracker'
2. Individual teacher trackers
3. Student Profiles (FS1/2)
4. Test results
5. Books/Folders, Guided Reading Records and Individual Reading Records
6. Internal Assessments
7. Digital learning platforms

Formative and Summative Assessment

We believe that formative assessment raises standards and summative assessment provides data for comparison and measuring progress. We believe that for assessment to be formative the feedback information has to be used.

Formative Assessment

Formative assessment occurs through:

1. Clarifying learning objectives at the planning stage
2. Sharing these learning objectives at the beginnings of lessons

3. Involving students in self-evaluation against learning objectives e.g. traffic lights in Maths
4. Focusing oral and written feedback around the learning objectives
5. Appropriate questioning
6. Raising student's self-esteem by the use of praise and celebration
7. Marking work with next steps where appropriate
8. Listening to readers and giving advice on strategies
9. In (FS1/2) EYFS, observing children engaged in independent and self-directed activities and using this to guide children to develop their understanding.

Summative Assessment

Phoenix Student Progress Tracker

Phoenix Student Progress Tracker is an online system that we use to record assessments of students on an ongoing basis. We use the system to record and track assessment of pupils in all subjects of the National Curriculum and MOE subjects. The system lists all of the learning objectives from the National Curriculum by subject. As an objective is taught, teachers make a judgement of how well a student has met the success criteria for the objective. There is a simple colour coded system for whether a target has been met: Purple means the student is "Exceeding" curriculum standard, Blue means the student is working "Above" curriculum standard, Green means has reached the "Expected" curriculum standard, Orange means the student is "Developing" the skills to meet the curriculum standard and Red means the students is just demonstrating "Emerging" skills whilst working towards the curriculum standard.

At set points in the year, Student Progress meetings are held in which Year Group Leaders and Teachers look at evidence that has been generated and moderate the teacher and Phoenix Student Progress Tracker judgements. This allows for us to identify any student who is not making the expected progress and adapt their provision. The Phoenix Student Progress Tracker system allows us to track attainment and progress for individual students, significant groups, classes and year groups.

Summative Assessments

- Nationally standardised summative assessments include:
 - CAT 4 assessments from Years 2–13
 - NGRT Tests from Years 3-11
 - GL Progress tests in English, Maths and Science. Years 3-9.
 - End of unit/progress checks include: Maths, English, Science (in Primary), All subjects (Secondary), Arabic.
 - Mid-term and end of year assessments in all the MOE subjects.
 - **GL Progress Tests**
 - Taken at the end of the academic year by Year 3-Year 9 students.

Timetable for Testing and Data Input

- Assessment on Phoenix Student Progress Tracker will be ongoing. Test results will be entered in September; December; March and June.
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Date	Year Group	Assessments
Term 1		
September – November	FS1/FS2	Baseline Assessments
	Year 1	Baseline Paper Tests Year 1 Phonics Passports
	Year 2	Internal baseline assessments – Maths, English, Science, Arabic, Islamic.
	Years 3-6	CAT4 for targeted year groups and all new students. Internal Baseline assessments – Maths, English, Science External assessment in Year 6 Arabic (A&B) – IBT
	Years 7-12	November - Year 6 – IBT Exams, PIRLS
December	All Years	CAT4 for targeted year groups and all new students Internal Baseline assessments in all subjects. PASS Assessment Ongoing end of unit assessments. Progress tests in Arabic. Mid-term assessments in Arabic and Islamic.
	FS1/2	Development Matters and Early Learning Goals assessed and recorded on Phoenix Student Progress Tracker.
January	Years 1-6	End of term assessments in Islamic, Arabic, Social Studies and Moral Education/MSC.
	Years 7-12	End of term assessments in all subjects.
Term 2		
January	Years 10-12	Mock Examinations.
March	Years 1-6	End of term assessments in Islamic, Arabic, Social Studies and Moral Education/MSC.
	Years 7-12	End of term assessments in all subjects.

Term 3		
May/June	FS1/2	Early Learning Goals assessed on Phoenix Student Progress Tracker. Early Learning Journey profiles Internal FS21 Profile Completed – Phoenix Student Progress.
	Year 1	Internal: Year 1 Phonics Passport
	Years 3-6	External: GL Progress Tests Internal end of year assessments in MOE subjects.
	Year 7-9	External: GL Progress Tests Internal end of year assessments in all subjects.
	Year 10	Internal end of year assessments in all subjects.
	All Years	End of term assessments in Islamic, Arabic, Social Studies and Moral Education.
	Year 11-13	External Examination Board Examinations

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- Years 2-13 end of year results for Maths, English, Science, Arabic and Islamic reported to SPEA.

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. Parents are able to meet the class teacher every Tuesday to discuss their child's performance. We also hold termly parent/teacher meetings to discuss reports with targets for future learning. We communicate with parents on a continuous basis regarding the progress of their children.

Parents are invited to attend termly formal meetings to discuss progress and targets with the class teacher. Termly reports are shared with parents at Academic Tutoring days.

We feel it is vital to report a child's 'Attitude to Learning'; this is a good indication of future success and can also be an alert to parents to prompt further discussion with the class teacher about their child's approach to their learning.

The final report outlines a student's effort and achievement in the core and foundation subjects of the National Curriculum as well as the mandatory MOE subjects.

Marking and Feedback

Feedback to students is vital, as it tells them how well they have done and what they need to do next in order to improve their work. Feedback can be oral or written as appropriate. We believe in making positive statements and improvement suggestions.

The provision of effective marking and feedback to students is one of the key factors in improving learning through assessment. The student needs to: understand the purpose of the learning; how to make improvements and be given specific opportunity to respond to marking and feedback.

Marking and assessment must be a part of the planning process in order that teachers are aware of students' starting points and progress made. Accurate assessment and informed planning will result in students' knowledge and understanding being extended in every lesson and as a result good or better progress being made by all. Teachers will ensure that:

- Feedback is focused upon supporting student progress.
- Students can reflect and act upon feedback and are given the opportunity to do so.

Marking and Feedback in Primary

- Personalised marking/feedback of learning will be against the learning objective and success criteria (where applicable).
- Verbal and written feedback/marking can take place in many forms e.g. during the lesson whilst the child is working or after the book/work has been submitted. Feedback may be done verbally with the child so the work may not necessarily have more than 'VF' (Verbal Feedback) written on it as an assurance that the teacher has seen the work and that the child's learning has been evaluated.
- The teacher will always be sensitive to the needs of each child and mark/feedback only as much as is constructive.

Maths

- Maths marking must take place **daily before the following lesson using the 1,2,3 marking (see below)**
- Marking/feedback is given against the learning objective. The LO needs to be highlighted in yellow or pink accordingly.
- Where a child has answered the question correctly this will be **highlighted in pink**.
- Where a child has made a mistake or needs to improve an answer this will be **highlighted in yellow**.
- Every piece of work will be marked to identify misconceptions. Students will be allocated a number in their books (1,2,3) according to the

misconception and will then be given the opportunity in the following lesson to re-visit the misconception with their teacher. They will go back and answer the sum below the number given so it is clear to see the correction made.

Personalised learning in Maths (this is not always according to ability)

- The number 1 identifies a misconception therefore the concept MUST be retaught at the start of the next lesson.
- The number 2 requires the pupil to continue with their learning (insufficient work was completed without errors).
- The number 3 is given for the pupil to complete the challenge question.

Science:

- Marking/feedback is given against the learning objective.
- Every piece of Science work will be acknowledged through either 'tick marking' or a sticker.
- Examples throughout a piece of work of where a child is meeting the Learning Objective will be highlighted in pink.
- Where a child has made a mistake or needs to improve an answer this will be highlighted in yellow.
- Spelling – key vocabulary words for the unit of work should be spelt correctly. If spelt incorrectly the symbol 'Sp' will be used by the class teacher and the child will be given the opportunity to correct this in the next lesson. Underneath their work by writing the word 3 times next to the class teachers correct spelling.
- At the end of each unit, the students will be given a 'Big question' (higher-order task) to answer related to the unit of work. This piece will need to be deep marked to assess a child's understanding using the steps to success objectives.

English

- Marking/feedback is given against the learning objective and success criteria.
- One piece of English work per week will be marked to identify misconceptions. Students will be allocated a number (1,2,3) according to the misconception to follow up in the next lesson. Students will then be given the opportunity in the following lesson to re-visit the misconception with their teacher and edit their work.
- Edited pieces of work will be 'deep marked' against the success criteria, identifying what a student has done well and how they could improve in the final draft for the unit.
- Examples throughout a piece of work of where a child is meeting the Learning Objective will be highlighted in pink.
- Where a child has made a mistake or needs to improve an answer this will be highlighted in yellow.

- Spelling – errors in age-appropriate spellings will be marked with the symbol ‘Sp’ by the class teacher and the child will be given the opportunity to correct this in the next lesson. Underneath their work by writing the word 3 times next to the class teachers correct spelling.

Topic

- Every piece of Topic work will be acknowledged through either ‘tick marking’ or a sticker.

Marking Symbols

S = Supported by an adult (teacher, teaching assistant, parent, LSA).

VF = Verbal Feedback Given

I = Independent learning (this is only used if the child needed support at the beginning and then continued independently)

SA = Self assessed

PA = Peer assessed

Sp. = Spelling error

^ = Missed word

// = New paragraph (Key Stage 2 and above)

! = Punctuation error / Missed punctuation

? = Re-read the sentence. Does it make sense?

1,2,3 = To address misconceptions, continuous learning and challenge

Absence

If a pupil is absent from school the word ‘Absent’ is written beside the work. Where possible, staff will work with the child upon their return to catch up on the missed work to ensure future learning is not affected.

Marking in Secondary

- Marking/feedback of learning will be against the learning objective and success criteria (where applicable).
- Verbal and written feedback/marking can take place in many forms e.g., during the lesson whilst the child is working or after the book/work has been submitted.
- Feedback may be done verbally with the child so the work may not necessarily have more than ‘VF’ (Verbal Feedback) written on it as an assurance that the teacher has seen the work and that the child’s learning has been evaluated.
- The teacher will always be sensitive to the needs of each child and mark/feedback only as much as is constructive.
- Students are encouraged to self-asses their work where appropriate and respond to written feedback.

Maths and Science Formative Marking

- Feedback is given against learning objectives, success criteria and Key Stage Flightpaths for Maths.
- Students will have the opportunity to re-visit the misconception with their teacher and make corrections with purple pen.

Summative Marking

- Teachers will mark an end of topic test and provide feedback on a feedback sheet to the students.
- Feedback is given with links to the specification and assessment criteria.
- This can be completed as part of students' homework tasks.

English

Formative Marking

- Marking/feedback is given against the learning objective or success criteria and Key Stage Flightpaths for English.
- Where a child has made a mistake or needs to improve an answer this will be annotated.
- Students will then be given the opportunity to re-visit the misconception with their teacher and edit their work in purple pen.

Summative Marking

- Assessed pieces will be marked for Literacy using the GCS Literacy Marking Codes.
- Teachers will use WWW (what went well) and EBI (even better if) for summative feedback on a unit/topic.
- Students will then be given the opportunity to re-visit the misconception with their teacher and edit their work in purple pen.

Key Stage 4 and 5: Formative Marking

- Verbal feedback is given and acknowledgement marking is done against the learning objectives, success criteria and specification criteria.
- These can be set as homework or can be carried out as mini plenaries in class.
- Students to look at mark scheme or seek teacher support for corrections.
- Students will have the opportunity to respond/reflect using purple pen.
- Self-assessment and peer assessment is done using purple pen.

Summative Marking

- Teachers will mark an end of topic test and provide feedback using the feedback sheets / WWW/EBI comments.
- Students will be signposted to how they can improve, this will provide opportunity for teachers to revisit the feedback and give comments.
- Feedback is given with links to the specification and assessment criteria.
- This can be completed as part of students' homework tasks.

- Students will have the opportunity to respond/reflect using purple pen.

Other subjects

- Feedback is given with links to the unit objectives, specification and assessment criteria.
- Every piece of work will be acknowledged through either 'tick marking.'
- Summative pieces of work/end of topic feedback will be given using WWW and EBI.
- Students will have the opportunity to re-visit the misconception with their teacher and make corrections with purple pen.
- Feedback is given with links to the unit objectives, specification and assessment criteria.

Practical Subjects

Art

Feedback will be given through target sheets linked to the unit objectives per topic.

These will be updated and shared with students at the end of each topic to reflect on.

Computing

All work / screenshots of work to be uploaded on to Phoenix Classroom.

Feedback will be given in the 'comment' box of Phoenix Classroom and on target sheets.

ICT

Feedback will be given through target sheets linked to the unit objectives per topic.

These will be updated and shared with students at the end of each topic to reflect on.

Music

Verbal feedback will be given and targets sheets updated.

PE

Verbal feedback will be given.

Sample End of Topic Feedback Sheet

Name:	Class:
Topic:	Date:
What went well:	

Even better if:

Do it now - Response

What are you going to do now? How will you do it?

Students with Special Needs

Students with SEN Support will have an Individual Education Plan. This will be reviewed in consultation with the student and the parent as specified in the Inclusion Policy. IEP's are working documents so will be kept by the SENCO and the class teacher. Any professional reports need to be taken into consideration and kept in the school office.

Assessment Policy Addendum – Distance Learning Assessment Policy

GEMS Cambridge International Private School Sharjah

Distance Learning Assessment Policy

Policy Date: August 2022

Review Date: July 2023

This policy should be read in conjunction with the GCS Distance Learning Policy.

Distance Learning Assessment

Our Aims at GCS

During online learning, our assessment and monitoring procedures are robust and reflect our good practice that we would usually follow in our classrooms. However, in order to ensure that we are reporting student progress in a valid and reliable way, we incorporate a range of assessment tools that are instrumental to online learning. This will be achieved through a range of platforms and a variety of learning materials, ensuring we assess as accurately, fair and transparent as possible reflecting student outcomes.

Context

During the Distance Learning period, our main platform for delivering live lessons, sharing curriculum content, sharing lesson expectations and receiving student work is Microsoft Teams. All students and parents have been provided with the necessary log in details and support to access this platform effectively. Through synchronous and asynchronous lesson activities, formative and summative tasks, the students are introduced to a variety of interactive and

engaging websites and apps to promote active teaching and learning, assessment for learning and ultimately, a thorough collection of data to inform future planning and further student support. Attainment and progress are regularly recorded and evaluated through subject specific assignment trackers, our student assessment and tracking tool – Phoenix Student Progress Tracker and through our whole school assessment tracker directly linked to each student’s end of year report.

All Learners

At GCS we are mindful of all our learners, including those with special education needs and have planned our assessments so that they:

- Are carefully planned and relate to the curriculum expectations and learning objectives and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students.
- Are communicated clearly to students and parents at the beginning of the distance learning period.
- Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning.
- Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

Assessment and Monitoring Online

Rationale

Our ‘Distance Learning Assessment Policy’ has been created through looking at best practice across the globe, through sharing ideas of good practice from other education establishments both in GEMS and beyond. We have researched recent international experience, where other schools have developed expertise in the online environment.

Assessment and Supporting Students & Parents

Through our planning and organisation we have ensured a systematic approach through:

- Giving students and parents clear instructions on how students should submit work online: *Daily timetable; task instructions visible on teaching PPTs/flipcharts; assignment instructions visible in the assignments tab on Microsoft Teams.*
- Ensuring assignments are a mix of individual and collaborative learning. If the teacher is working directly with groups of students on their work, the teacher is able to monitor what the students are doing and check their understanding.
- Providing questions and inquiry-based learning that requires students to embed their personal experience into any assessed content. Therefore, it is expected that the curriculum will be contextualized for assessment purposes.

Examples of questioning in teaching PPTs and flipcharts, interactive activities as well as in live lessons.

- Reminding the parents not to do the work for their child, whenever students have to submit individual work.
Students' Distance Learning Agreement, email communication, continuous discussions with students and parents in morning register and afternoon sign-off time.
- Using multimedia assignments that require students to remix pictures, videos and text into their own creations.
- Using questioning about their work by using a synchronous chat with audio or video feeds, if possible.
- Using Microsoft Teams to check login time, collaboration data, and submission types to see how often and how long students are involved with assignments.
Class participation is tracked through the "insights" app on Microsoft Teams.
- Allocating short tasks/ assignment that are submitted or shown within the lesson to help indicate that students are submitting independent work.
See Formative Assessment section.
- Using a variety of tools within the Microsoft Teams and other platforms – they may include chats, threaded discussions, whiteboards, quizzes, student tracking tools, and teacher feedback tools.
Education City, Microsoft Teams Assignments, MS Forms etc.
- Providing provision in place for teachers to moderate distance learning assessments; including allowing teachers to modify the curriculum content to meet their students' needs.

Evidence of Student Achievement and Progress

At GCS we are using a range of tools to measure progress both summative and formative;

- Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.
- Student's assignments will predominantly be informing assessment in the form of tests or quizzes, but may also include other forms such as electronic portfolios and Class Dojo for FS.
- Assignments may include performance tasks, demonstrations, projects, and/or essays.
- To ensure equity for all students, assignments and tests or quizzes will be completed, whenever possible, under the supervision of a teacher.
- Through the continuous updating of Phoenix Student Progress Tracker, directly linked to National Curriculum and student achievement, we are able to monitor the progress of each individual student.

Late or missed assignments

- To ensure that we are catering for all learners and their situations, we are mindful that every student's circumstances differ, therefore, we have created flexibility in ensuring that parents and students can access and submit work when it is convenient. This expectation has been shared at the beginning of online learning, staff are very aware of the students where this exception applies.

- Parents and students are aware of the submitting procedures and support has been provided for those that have had difficulty.
- Staff follow up assignment submission or the lack of this with parents, by offering support and also making them aware of the importance of submitting assignments for assessment when they are due.

Formative versus summative assessment

At GCS we value to importance of using both formative and summative assessments. We aim to use a combination of both through different platforms. We will emphasise the importance of parents allowing students to do this independently.

Formative assessments (assessment for learning, assessment as learning) will encourage students to use online resources.

Assessment for learning should:

- Be part of effective planning of teaching and learning
- Should focus on how students learn
- Be recognised as central to classroom practice
- Take account of the importance of learner motivation
- Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- Enable learners to receive constructive guidance about how to improve
- Recognise the full range of achievements for all students.

Teachers will adhere to the following;

- Work together to interrogate the curriculum and use their professional expertise and knowledge of their students to outline a learning continuum.
- Use questioning skills and one to one sessions to check students understanding during online lessons to make sure they understand the content being taught.
- Focus attention on students who need extra help and support, we have also allocated a homework club for students who may need further support.
- Use a variety of technology tools, making it easier to differentiate learning and meet the needs of all of their students.
- Use formative assessments as an embedded practice during the lesson.
- Activities that have been planned focus on practical, hands-on learning that can be achieved in the home environment, with a greater emphasis on life skills particularly for younger students.
- Where assignments are submitted online, to consider safeguarding around online privacy and confidentiality.
- To use school's provision an individual programme for the Wave 3 students and in class support for Wave 2 and 1 students.

Formative assessment examples:

Assessment Type	Synchronous	Asynchronous	Description	Examples
Questioning, Discussion Threads, Comments	√	√	Questioning students during an activity. This provides a window into student thinking, when there is still time in a lesson to intervene. Questioning at the end of the lesson/unit/topic	MS Teams meeting chats; live questioning; targeted questioning in live lessons.
Verbal and written feedback on tasks.	√	√	Comments Annotated comments giving feedback on progress and achievement.	MS Teams assignments, Class Notebook
Questions as part of lesson starters or hooks.	√		What comes to mind when you hear the word "gravity?" Please elaborate.	MS Teams meeting chats; Mentimeter; Nearpod; Padlet
Polls	√		Teachers can check for understanding, gauge student interest, or form groups based on poll responses.	Mentimeter; Nearpod
Assessment rubrics		√	Assessment rubrics for assignment work. Rubrics	MS Teams assignments

			are aligned to national curriculum standards.	
Class Quizzes	√	√	Automated or manually generated using online tools with adaptive questioning and assessment techniques to match student learning needs.	Testmoz Quizzes MS Forms Nearpod Socrative Time to Climb Kahoot
Tasks based on virtual experiments.	√	√	Testing practical and experiential knowledge, learners complete virtual experiments with follow up questions.	MS Teams assignments; Gizmos
Cloze activities	√	√	This type of assessment may take the form of a quiz. The most common type is 'fill in the blank'	Nearpod
Gamified activities		√	Short tasks where learning is embedded through games and follow up quizzes.	Education City Grammar and Spelling Bug Phonics Bug Timetables Rock Stars
Comprehension Quizzes		√	Short quizzes in response to online reading books.	MyOn Bug Club

Summative Assessments (assessment of learning) will be created to be aligned to our learning/achievement objectives from the curriculum.

We will use summative assessment;

- At the end of an e-Learning lesson, unit, or assignment; and it provides learners with a final mark.
- These judgements will be moderated by staff and SLT in moderation meetings where teachers 'present' their evidence before their judgement is either agreed or moderated.

Summative assessment examples:

Assessment Type			Description	Examples
	Synchronous	Asynchronous		
End of unit checks	√	√	Automated or manually generated using online tools with adaptive questioning and assessment techniques	MS Forms Quizzes Testmoz Google Forms



			to match student learning needs.	MS Teams Assignments
End of topic assignments	√	√	Questions be answered in students' own time, but still within a timeframe.	MS Teams Assignments; Class Notebook
Assessment rubrics		√	Assessment rubrics for assignment work. Rubrics are aligned to national curriculum standards.	MS Teams assignments
One to one assessments	√		One to one sessions that involves questioning related to national curriculum standards.	Live sessions, phonics screening, interviews

Inclusion

At GCS we have ensured all students are included and that their needs are met. Careful provision and support have been provided and planned for not only to the meet the needs of the students but also the parents, giving strategies and coping mechanisms in the home environment. We have also taken into consideration the students whom are gifted and talented, questions and task are provided appropriately.