



Montessori
SCHOOL OF CAYMAN

ASSESSMENT POLICY

Observing, Understanding & Supporting Every Child's Growth

Reviewed and updated: July 2026

Montessori School of Cayman — Assessment Policy

Approved and adopted: September 2025

Reviewed and updated: July 2026 — this revision consolidates our previous Casa and Toddler Programme assessment policies into a single, school-wide Assessment Policy, and introduces Unit Assessments, a triannual Developmental Assessment cycle, ongoing monitoring via Transparent Classroom, and a comprehensive Annual School Progress Report.

Head of School / Director



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1. Introduction

At Montessori School of Cayman, we recognise that assessment plays a vital role in supporting each child's growth and development. Across our Toddler and Casa Programmes, assessment is integral to providing a holistic, individualised learning experience that reflects each child's natural pace of development. Our assessment practices are aligned with Montessori principles and the Cayman Islands Early Years Curriculum Framework (CIEYCF), and, where applicable, the Cayman Islands National Curriculum and UK National Curriculum standards for Kindergarten students. Through close observation, ongoing assessment, and open communication with families, we create a nurturing environment where every child's potential can flourish.

2. The Importance of Assessment Practices for Early Years Education

Assessment is an essential component of our programmes at MSC and allows us to:

Identify Individual and Developmental Needs: Every child develops at their own pace. Regular assessment helps us track developmental milestones — cognitive, physical, emotional, and social — and recognise strengths and areas where additional support may be needed.

Personalise Learning Experiences: By observing and documenting each child's progress, we tailor the curriculum to individual needs, whether through enrichment or additional support, ensuring each child receives an optimal learning experience.

Support Parental Involvement: Assessment fosters collaboration between home and school, providing parents with insight into their child's learning journey and ways to support them at home.

Monitor Progress Over Time: Ongoing assessment allows us to measure each child's progress against developmental standards, helping to ensure they are reaching their potential across all domains of learning.

Refine Teaching Strategies: Assessment informs our teaching practice, allowing teachers to fine-tune their approach, introduce new materials, or adjust activities to support each child's ongoing development.

Foster a Growth Mindset: Regular assessment helps both children and parents recognise that learning is a continuous journey, building confidence and motivating children to take on new challenges.

3. Assessment Practices at Montessori School of Cayman

Our assessment process is comprehensive, transparent, and reflective of the Montessori approach, combining ongoing observation, structured assessment, and regular communication with families.

3.1 Daily Observations of the Individual Student's Work

Observation is the cornerstone of assessment in a Montessori classroom. Teachers continuously observe each child's engagement with the Montessori materials, social interactions, and individual learning style. These observations allow us to:

- Document each child's progress in language development, cognitive skills, and social interaction.
- Understand each child's preferred modes of learning and interests, allowing us to tailor the learning environment to foster curiosity and independence.
- Note challenges a child may encounter, allowing teaching methods and materials to be adjusted to meet their needs.

Daily observations provide real-time insight into each child's development, helping teachers monitor and respond to their needs promptly.

3.2 Unit Assessments

In addition to daily observation, each Lead Teacher completes a Unit Assessment at the end of every unit of learning, approximately once a month. This is an ongoing, continuous assessment that allows teachers to evaluate how each student is performing and progressing through the curriculum in real time, ensuring that teaching methods and materials continue to meet each child's needs from month to month.

3.3 Developmental Assessments

Each child undergoes a formal Developmental Assessment three times during the school year — at the beginning, middle, and end of the year. These assessments monitor the child's progress across key developmental areas, including:

- Cognitive development (e.g., problem-solving, understanding of concepts)
- Physical development (e.g., fine and gross motor skills)
- Language development (e.g., vocabulary growth, comprehension, articulation)
- Social-emotional development (e.g., communication with peers, empathy, independence)

The beginning-of-year assessment establishes each child's developmental starting point and forms the foundation for their individualised learning plan. The mid-year and end-of-year assessments track growth against this baseline, allowing teachers to adjust the learning environment and curriculum to meet each child's evolving needs.

3.4 Ongoing Language and Mathematics Assessments (Casa Programme)

Language and mathematics are core subject areas within the Casa Programme, and ongoing assessment in these fields is crucial to ensuring children develop strong foundational skills.

Language Assessments: Teachers observe each child's progress with spoken language, listening skills, vocabulary development, and reading readiness. Activities such as storytelling, phonetic sound games, and daily conversation provide continuous assessment of language skills, including a child's growing understanding of reading and writing concepts.

Mathematics Assessments: Children are introduced to mathematics through concrete Montessori materials. Teachers observe and assess how children interact with these materials and how they begin to understand counting, quantity, sequencing, and early problem-solving. Ongoing assessment helps track each child's understanding of numbers, patterns, and mathematical operations in a hands-on, concrete manner.

These assessments are integrated into the child's daily experiences and include an ongoing written log for Kindergarten students, ensuring learning in these areas remains both natural and individualised.

3.5 Ongoing Monitoring via Transparent Classroom

Each child's individual progress, Montessori work, and observations are continuously monitored by their Lead Teacher using Transparent Classroom. This platform allows teachers to record observations and track each child's engagement with the Montessori curriculum on an ongoing basis, ensuring that assessment is embedded in daily practice and not limited to specific checkpoints.

3.6 Termly Parent-Teacher Meetings

At Montessori School of Cayman, we value strong communication between parents and teachers. Termly parent-teacher meetings provide an opportunity for educators and parents to discuss each child's development in detail. During these meetings, teachers share observations, discuss milestones, and highlight both strengths and areas for continued support. These meetings also give parents an opportunity to ask questions, share insights from home, and collaborate with teachers on how best to support their child's growth.

Discussions during parent-teacher meetings are grounded in the daily observations, Unit Assessments, and Developmental Assessments carried out throughout the term, ensuring parents receive accurate, personalised updates about their child's development.

3.7 Annual School Progress Report

At the end of the school year, parents receive an Annual School Progress Report for their child. This comprehensive report draws on the beginning, middle, and end-of-year Developmental Assessments, together with ongoing observations recorded throughout the year, to provide a full picture of where the child is developmentally and to reflect on their school year as a whole.

The annual report includes a detailed overview of the child's achievements across all areas of development, an assessment of the child's readiness for the next stage of their educational journey, and specific recommendations for future growth and development. It serves as an important tool for parents as they prepare for their child's transition to the next phase of their education.

4. Policy Review

This Assessment Policy is reviewed at least annually, or sooner if the Cayman Islands Early Years Curriculum Framework (CIEYCF), Ministry of Education guidance, or our Montessori practice changes, to ensure it continues to reflect our commitment to supporting the cognitive, emotional, social, and physical development of every child.