



ASSESSMENT AND REPORTING POLICY

This policy has been developed with input from leadership, staff and parents.

OVERVIEW

This policy is drafted from collaborative staff agreements, federal mandated curriculum requirements (the Australian Curriculum standards) and Department for Education requirements. It reflects the school's philosophy, which is aligned with the IB philosophy concerning learning and assessment.

AIM

Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching and learning. Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning. Students are actively engaged in assessing and reflecting on their learning, responding to feedback from peers and teachers to inform them of next steps in learning. Learning goals and success criteria are co-constructed and clearly communicated, (From principles into practice, learning and teaching, IBO, 2018, p71).

This document reflects our school's mission statement; *"Linden Park Primary School aims to develop resilient, caring, curious and creative lifelong learners who appreciate diversity, demonstrate global citizenship and make a difference through their actions"*.

Assessment guides our teaching planning and instruction and we ensure it is ongoing, varied, fluid and continuous.

Assessment - how we discover what students know and have learned

At Linden Park Primary School effective assessment consists of the following interrelated components:

- assessment for learning to inform teaching and learning (formative assessment)
- assessment of learning to report on progress (summative assessment)
- assessment as learning to support students in learning how to become self-regulated learners

Assessment for learning (formative assessment)-

Assessing the students' prior knowledge and experience as well as monitoring their achievement through the teaching and learning will enable;

- data collection for individual progress including students' knowledge, skills and conceptual understanding
- information about future teaching and learning
- identification of next steps of learning for students
- identification of individual learning styles, strengths and challenges
- differentiation of learning
- development of student capabilities
- provision of regular and frequent feedback

Assessment of learning (summative assessment)-

Teachers use evidence of student learning to assess their achievement against curriculum objectives. Summative assessment is the culmination of the teaching and learning process, giving the students the opportunity to demonstrate what has been learned.

Assessment as learning-

Involves students reflecting on learning processes in order to build knowledge of themselves as learners and informs future learning goals. Self and peer assessment is of importance for this reflection.

LPPS assessment supports continuous learning and growth through;

- understanding themselves as learners
- self-reflection, peer feedback and teacher feedback
- applying a growth mindset
- developing personal goals
- clear and explicit expectations
- the development of knowledge, conceptual understandings and skills
- recognition of achievement

Teachers use a range of assessment strategies including;

- analysing samples of students work
- anecdotal notes from observations
- recording of student discussions
- photographic evidence
- collecting evidence of students' understanding and thinking
- documenting learning processes of group and individual students
- engaging students in reflecting on their learning
- co-developing rubrics with clear success criteria
- identifying and analysing exemplary student work
- keeping records of student achievement
- use of 'bump it up' walls

As per Departmental requirements we undertake a range of mandated standardised testing processes such as Progressive Achievement Tests-Reading and Mathematics, ORF assessment (Oral Reading Fluency) and NAPLAN (National Assessment Program Literacy and Numeracy).

Recording - how we collect and analyse data

Teachers collect this information using a variety of tools including observation, performance assessment, process focused assessments, selected responses and open-ended tasks. A variety of tools are used for recording and analysing including rubrics, exemplars, checklists, anecdotal records and continuums.

Reporting- how we share evidence of student learning.

Portfolios- Portfolios are used to record and report on student learning and growth over time. They are compiled by both students and teachers. They are updated continually through each unit of inquiry and are regularly shared with peers and parents. They can be in the form of hard copy or a digital version. Portfolio staff essential agreement attached, (Appendix 2).

Written student reports- Student reports are sent home twice per year and reflect both Australian Curriculum and PYP units of inquiry. Reports clearly indicate areas of strength and improvement. They follow Departmental guidelines and report on an A-E scale. Reception students are assigned a 3-point scale. Achievement in all learning areas is assessed against achievement standards of the Australian Curriculum. The essential elements of the PYP are included in the report. Approaches to learning are the skills that the students demonstrate to succeed in a changing world that may be disciplinary or transdisciplinary in nature. The mid-year written report reflects student achievement demonstrated against the year level achievement standard, taking into account what has been taught to that point in time. The end of year report reflects student achievement across the whole year.

3 way conferences (Student led conferences)- Student led conferences are held once per year and involve the student, parent and teacher. Students select and discuss their learning and understanding with their parents and teacher. A collaborative conversation is held to establish and identify the student's strengths and areas for improvement. The student takes the lead in sharing what they have learned, how they learn and how they are progressing. Evidence used may include work samples, sharing of goals, assessment pieces, portfolio documents, self-reflections, learner profile checklists and approaches to learning overviews.

Student led conferences

Learning Journeys (Reception to Year 5) -As part of being an IB World School, once a year the children get an opportunity to share their learning from one of the units of inquiry in what we call a Learning Journey. It offers an opportunity for parents to discuss the learning with their child and for the child to articulate the learning involved in each learning engagement. Parents are encouraged to help guide the conversation and offer verbal and written feedback to their child.

Exhibition (Year 6) - The exhibition is the culmination of the PYP. Each student demonstrates engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes and action. It is an opportunity for the students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP

Rights and responsibilities

The **school** should:

- use assessment to plan purposeful open ended learning tasks for all students
- use assessment and data inform practice and to guide the allocation of resources to support improvement in teaching and learning
- use assessment and reporting to identify trends in student achievement, meeting of targets and plan future directions
- use assessment to meet Departmental and IBO accountability requirements

Teachers should:

- use assessment to reflect on their teaching practice and plan purposeful learning experiences
- provide feedback to feed forward
- assess student achievement against curriculum objectives
- determine student prior knowledge, individual preferred learning styles, strengths and challenges
- inform appropriate differentiation and support strategies
- track individual and cohort growth and progress
- use a variety of tools to record and analyse student learning including rubrics, exemplars, checklists, anecdotal records and continuums
- share evidence of student learning through a variety of reporting strategies including; written reports, learning conferences, student portfolios, learning journeys and task specific feedback. See assessment schedule attached, (Appendix 1).

Students should:

- demonstrate the attributes of the learner profile
- monitor their progress as learners
- develop their approaches to learning skills
- build knowledge and agency of themselves as learners
- develop personal organisation skills to complete assessment tasks
- understand what is needed to be successful in their learning
- communicate what they are learning through the use of learning intentions
- demonstrate their growth and verbalise their learning
- collate learning evidence to create future learning goals
- use success criteria to report on how they are doing
- explain their thinking on how they know
- set individual learning goals to make learning improvement
- use descriptive feedback to improve
- self-regulate as an independent learner

Parents should:

- use assessment as a feedback tool to engage and support their child's learning
- refer to reporting documents to be informed of learning outcomes
- participate in learning conferences and learning journeys
- collaborate with the school to ask questions and comment on their children's learning
- abide by the guidelines of academic integrity and follow the procedures outlined in the Academic Integrity Policy

References

From Principles into Practice, Learning and Teaching, IBO, 2018, p71.
Programme Standards and Practices, IBO, 2020.

Appendices

Assessment schedule (Appendix 1)

Portfolio staff essential agreements (Appendix 2)

PYP ASSESSMENT

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|---------------|--|--|--|--------|--------|--------|---|--|-------------------------|--|----------------------|
| Term 1 | | | Acquaintance night <i>No staff meeting</i> | | | | | | Student led conferences | Student led conferences No staff meeting | Portfolios sent home |
| Term 2 | | Begin report writing | | | | | No staff meeting-report writing Specialist teachers report information due | Reports finished by Friday (for Line managers to read) | | Mid-year written reports sent home Portfolios sent home | |
| Term 3 | Exhibition journey begins-collaboration with teachers and other students | Exhibition 10 minute presentation at staff meeting | Mentors begin working with students for Exhibition | | | | | | Learning Journey (R-5) | Learning Journey (R-5) Portfolios sent home | |
| Term 4 | Year 6 Exhibition | Begin report writing | | | | | No staff meeting-report writing | Reports finished by Friday (for Line managers to read) | | End of Year written reports sent home Portfolios sent home | |

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| Acquaintance night |
| Student led conference |
| Portfolios |
| Reports |
| Exhibition |
| Learning Journey |



Essential Agreement Linden Park Primary School

PORTFOLIOS

Our Student Learning Portfolios will contain a collection of student learning which reflects each unit of inquiry.

For each unit of inquiry the portfolio will contain a copy of

- A letter to parents about the Portfolios
- The Central Idea
- Lines of Inquiry
- Teacher questions
- Student questions
- Samples of students' work on the unit
- Evidence of the assessment activities that have been documented on the planner
- Students' reflection on the unit
- Assessment of the approaches to learning
- Student's self-assessment of the Learner Profile
- Evidence of the student's understanding of the Central Idea shown through the summative assessment
- Any evidence of action as a result of the unit
- Assessment of the outcomes for each unit's links with the Australian curriculum
- A copy of the class essential agreements



The student Learning Portfolio will reflect the transdisciplinary nature of the units of inquiry and so will contain

- Evidence of the ways in which the specialist areas have linked to the units and have used the Learner Profiles and Attitudes

A feedback sheet for parents/caregivers to give feedback to the students will be included after each unit of inquiry.

Each team will be consistent in the type of portfolio that is sent home; paper, folder or digital.

The Learning Portfolios will be sent home at the end of each term. They are an important component of the reporting process and support our written reports.

Reports

A written report will go home at the end of Terms 2 and 4.

A modified report will be written for International students.
Reports from the EALD staff will be included.

