

### ASSESSMENT POLICY

#### **1. Rationale:**

- 1.1 Assessment is central to the Primary Years Programme goal of thoughtfully and effectively guiding students through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take action. The purpose of reporting is to support and improve student learning.
- 1.2 Accurate and comprehensive evaluation and assessment must enable regular monitoring of student learning and provide ongoing, constructive feedback to students that focus on ways their learning can be further developed and helps to identify areas of exemplary performance. It is the means by which we analyse student learning and the effectiveness of our teaching, and acts as a foundation on which to base our future planning and practice.

#### **2. Aims:**

- 2.1 To assess school and student performance accurately and comprehensively in an on-going productive learning environment which supports teaching and assessing as interconnected processes, and addresses both the Primary Years Programme and the AusVELS.
- 2.2 To improve student learning by accurately determining students' current knowledge and experiences using a range of assessment strategies and tools prior to planning areas of future need, as well as areas of current exemplary performance.
- 2.3 To ensure a range of formative and summative assessment strategies are consistently planned for, implemented and analysed by both students and teachers.
- 2.4 To ensure students are provided with regular opportunities to reflect on their learning in order to support them in understanding and transferring their knowledge.
- 2.5 To ensure students are involved in self, peer and teacher assessment and gain prompt feedback to inform and improve their learning.
- 2.6 To ensure assessment data is analysed to inform the evaluation and subsequent modification of teaching and learning strategies for individual students.
- 2.7 To provide parents/carers with meaningful reports about their child's progress and goals for future learning through ILIPs, student-led conferences, student reports and interviews.
- 2.8 It is a constructive process which looks back as needed to make judgments about progress, but is primarily designed to help the student learn more effectively and the teacher to contribute to student learning.
- 2.9 To provide students with an opportunity to display the knowledge, skills, understanding and attitudes they have developed and to motivate them by recognising what they have accomplished. When it is then shared between teachers, assessment also contributes to better understanding of each student's development over time, and how best to ensure they will improve.

### **3. Implementation:**

- 3.1 Teachers at Kingston Heath Primary School are responsible for accurately assessing student achievement, as well as whole school performance in all curriculum areas of the PYP and AusVELS.
- 3.2 Teachers are also responsible for accurately assessing and implementing the Primary Years Programme and transdisciplinary units of work which contextualise learning within the school.
- 3.3 Self-assessments by students and their peers, against individual, team goals and rubrics, will be a feature of our assessment regime.
- 3.4 Assessments will be used to accurately determine students' current knowledge and experiences as well as to identify future needs and directions, rather than simply a prelude to reporting achievement.
- 3.5 Teachers will include a variety of formative and summative assessment strategies in teaching programs to provide multiple sources of information about student achievement. This will include a range of formative and summative assessment strategies as detailed in the schools Assessment Planner.
- 3.7 Data will include evidence of development in terms of the IB Learner Profile, which will be reported to all stakeholders in the learning process and will be forwarded to other schools at the time of transfer.
- 3.8 Teachers will develop a manageable system of record keeping that can provide a rich mixture of observations of student learning including portfolios, photos, videos, anecdotal records and student self-assessment and reflection. This multi-modal information will be used to support the students' formal assessment file and the student portfolio.
- 3.9 Data will be entered to the Student Performance Analyser (SPA) to track student progress. Teachers will use the data to make judgements about, and report on, student achievement in relation to the PYP and AusVELS.
- 3.10 Teachers will hold regular common team meetings and professional learning meetings, which will include all teaching staff, to ensure a common interpretation of both the PYP and AusVELS outcomes and student achievement. This will include moderation of student work.
- 3.11 Our school will progressively develop individual learning improvement plans for all students in consultation with students, parents and where appropriate, with others from outside agencies with specific expertise eg: occupational therapists, guidance officers, speech therapists, etc.
- 3.12 We will provide detailed information to parents, with support from interpreters where required, on assessment, student led conferences and the outcomes of NAPLAN.
- 3.13 The school will assess the achievements of students with disabilities and impairments in the context of the PYP and AusVELS, including PSGs. Program Support Groups will help develop individual student learning goals in each key learning area for those students with identified needs. Progress towards learning goals will be assessed and reported to the Program Support Group, which will include parents or carers, teaching staff and any outside agencies or paraprofessionals working with the student.
- 3.14 Students for whom English is a second language will have their progress in English assessed in relation to the standards and progression points of the EAL Companion and guidelines when required.

- 3.15 The school will provide all required performance data to DEECD and the community by means of the Annual Report to the School Community and My School website.
- 3.16 Assessment at the school requires the storage of, and easy access to, student work showing evidence of the process of learning and progress over time. This will be supported through:
- Individual student files containing formal records, reports and assessments maintained by the classroom teacher.
  - Individual student folios containing annotated student work, student or teacher generated and assessed rubrics and examples of student performance or work using multimodal media.

#### **4. Evaluation:**

- 4.1 This policy will be reviewed annually as part of the school's three-year review cycle. This policy was ratified by School Council on the 24<sup>th</sup> March 2014.