



ASSESSMENT POLICY

This policy has been developed by the Primary Years Programme Coordinator with input from the whole staff. It is ratified by the Governing Council and is reviewed every two years.

OVERVIEW

'The heart of a good education is quality teaching. Every day, teachers use their training and professional judgement to assess how students are performing and what needs to be done to support them in achieving their full potential'. (ACARA, 2012)

The 'assessment for, of and as learning' are at the heart of the IB PYP. When students and teachers are engaged in the continuous reflection about the learning process, assessment provides an authentic path for improvement.

This policy has been informed by 'Making the PYP Happen' International Baccalaureate Organisation, 2009

The purpose of this document is to clarify teachers' understanding of the assessment process within our school. It is a constantly evolving document that reflects our school's unique assessment needs. Our assessment policy applies to the whole school and is to be communicated to and understood by all continuing and new teachers, students, parents, and administrators. At Linden Park Primary School assessment guides our planning and instruction, and we ensure it is ongoing, varied and continuous.

As a Department for Education school, we are required to teach assess and report against the Australian Curriculum achievement standards.

At Linden Park Primary School evaluation and reflection consist of the following interrelated components

- Assessment
- Recording
- Reporting

Assessment - how we discover what students know and have learned

Assessing the students' prior knowledge and experience as well as monitoring their achievement through their teaching will enable teachers to plan and refine their teaching accordingly. A well designed learning experience will provide data on students' knowledge, skills and conceptual understanding and is therefore a vehicle for summative or formative assessment.

- ✓ **Summative** – Summative assessment is the culmination of the teaching and learning process, giving the students the opportunity to demonstrate what has been learned
- ✓ **Formative** –Formative assessment provides information about what is required in the next stage of learning. It aims to promote learning by providing regular and frequent feedback.

Assessment in the classroom includes:

- Using representative examples of students' work or performance to provide information about student learning
- Collecting evidence of students' understanding and thinking
- Documenting learning processes of groups and individuals
- Engaging students in reflecting on their learning
- Students assessing work produced by themselves and by others
- Developing clear feedback rubrics
- Identifying exemplar student work
- Keeping records of test / task results

As per Departmental requirements we undertake a range of mandated standardised testing processes such as Progressive Achievement Test-Reading, running records 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.

Written student reports- Student reports are sent home twice per year and reflect both Australian Curriculum and PYP units of inquiry.

3 way conferences- 3 way 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.

Student led conferences

Learning Journeys (Reception to year 4) -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 5) - 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