

Plenty Valley Christian College 	Title: <b>Primary Assessment and Reporting Policy</b>	
	Document Classification: <b>Policy</b>	Version: 1.0 15 October 2015

## Biblical Perspective

We believe all people are uniquely formed in the image of their creator, our God. (Genesis 1:27). We have varied interests, strengths, weaknesses and growth points. We learn at different paces and have unique learning styles. We also are able to understand and interpret things in many ways.

## Philosophy

Plenty Valley Christian College's commitment to the Primary Year Program is an indication of its ongoing dedication towards guided inquiry, deepening and extended learning processes, and toward more effective assessment practices and feedback on the learning process. The PYP approach to assessment recognises the importance of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both (Making the PYP Happen 2009). Assessment is used to inform planning and practice, guide instruction and lead to improved student learning. Assessment is always done keeping in mind the dignity of the individual person.

“Assessment is often framed by grades and test scores, giving parents and students the misconception that these are the only important indicators of overall success. Although traditional reporting of grades and test scores are required, it does not identify what students “know, understand, can do and feel at different stages of the learning process.”” (Wildwood Policy)

## Aims

- To ensure all students feel valued, safe, supported and respected.
- To promote a positive learning environment conducive to all feeling safe, valued and supported.
- Support the ‘whole’ child – spiritually, emotionally, physically and mentally,
- Build and maintain an effective working relationship with all students.

## Strategies for Implementation

- 1. That students are given time and opportunity to explore, question and reflect.**
  - a. Develop a classroom culture of questioning and critical thinking.
  - b. Adjust the pace in delivery of Units of Inquiry.
  - c. Make the relevance and purpose of activities clear to students.
  - d. Provide multi-modal resources that engender curiosity.
- 2. Promote learning that is engaging, challenging, motivating and rewarding.**
  - a. Celebrate achievement in learning.
  - b. Create a sense of wonder and curiosity that drives them to become life-long learners.
  - c. Recognise different ways of learning.
  - d. Foster students working within interest groups.
  - e. Encourage a positive attitude towards learning.
- 3. Student learning is relevant and purposeful and connected to prior learning.**
  - a. Access their prior knowledge, monitor and record student learning.
  - b. State clear learning intentions from the outset.
  - c. Expand on learning concepts through personal connection.
  - d. Use data analysis effectively to gauge student progress.
  - e. Encourage a whole-school approach to prior learning.
  - f. Integrate the disciplines across all domains, where appropriate.

4. **The curriculum encourages students to be active participants in their learning, and the teacher's role is to facilitate learning.**
  - a. Effectively model enthusiasm for learning.
  - b. Scaffold how to learn.
  - c. Consider the students' interests in developing the pathway of inquiry.
  - d. Be flexible in how students demonstrate their understandings.
  - e. Develop a range of assessment tools with the students so that goals (and the processes) are clear and can be achieved.
  
5. **The teacher creates a learning environment in response to student needs.**
  - a. Use regular assessment 'as learning'.
  - b. Use a range of assessments to show their understanding.
  - c. Use flexible learning groups.
  - d. Differentiate our assessments and student activities.
  - e. Engage students in using a range of digital and non-digital resources.
  - f. Acknowledge and make allowance for social and emotional wellbeing influences.
  
6. **The ensure students have the opportunity to share and reflect on their learning.**
  - a. Provide models for reflection.
  - b. Promote reflective practice.
  - c. Provide opportunities to share learning.
  
7. **Encourage families to be involved in the educational partnership.**
  - a. Be open to meet with parents on a regular basis.
  - b. Encourage parental involvement in classes.
  - c. Utilise the parent community as a resource.
  
8. **To ensure teachers are lifelong learners.**
  - a. Be involved in Professional Development both internally and externally.
  - b. Broaden our professional knowledge.
  - c. Access current publications and resources.
  - d. Aim for continual improvement of the teaching and learning programme by being critically reflective of our practice.
  - e. Engage in collaborative planning and sharing between staff members.

## What is Assessment?

“Assessment involves much more than end-of-chapter tests or quizzes on discrete skills and concepts. Assessment involves students’ performances, demonstrations, and product development often involving real-world skills that encourage collaboration, critical thinking, and problem solving.” (Wildwood Policy)

Assessment is integral to all teaching and learning. As a PYP school, it is central to our goal of thoughtfully and effectively guiding students through the following five essential elements of learning.

1. **The understanding of *concepts***  
There are eight concepts which are ‘big picture’ ideas that enable students to look at all knowledge through the perspective of each of the concepts. These are explored each year so that students develop in-depth understanding of the concepts.
  
2. **The acquisition of *knowledge***  
Significant, relevant content that we want the students to explore and know about, that takes into consideration their prior experience and understanding.
  
3. **The mastering of *skills***  
The capabilities students need to demonstrate in order to succeed in a changing, challenging world. These may be disciplinary or transdisciplinary in nature.

#### **4. The development of *attitudes***

Mind-sets that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.

#### **5. The decision to take responsible *action***

As a result of deeper learning, students are encouraged to undertake responsible action to put into practice their understanding of the five essential elements.

Assessment is a learning journey shared by the student and the teacher. It can be looked at as:

#### **Assessment *AS* learning (Formative Assessment)**

- Any practice which takes the ‘what to improve’ into ‘how to improve’.
- Any practice that informs the teacher’s planning and instruction and student ‘next-steps’ of learning.

This can be seen when:

- Students and staff reflect on their own evidence of learning.
- Students and staff help to set their own learning goals.
- Students and staff practice self and peer assessment.

#### **Assessment *FOR* learning (Formative assessment)**

- Any practice which provides information to pupils about what to do to improve.
- Practice that informs the teacher’s planning and instruction.

This can be seen when:

- Students, staff and parents are clear about what is to be learned and what a successful outcome will look like.
- Students and staff are given timely feedback about the quality of their work and potential improvements.
- Students and staff are fully involved in deciding the next steps in their learning and identifying who can help.

#### **Assessment *OF* learning (Summative Assessment)**

- Any summative assessment, whether class-based, school-based or national.
- Any summative assessment that sums up what the students know, do and understand.

This can be seen when:

- Staff use a range of evidence from day-to-day activities to check on students’ progress.
- Staff talk and work together to share standards in and across schools.
- Staff use assessment information to monitor their progress and to plan for improvement

## Effective assessments

The following criteria for effective assessments are applicable to both formative and summative assessment.

<p>Effective assessments allow students to:</p>	<ul style="list-style-type: none"> <li>• Share their learning and understanding with others.</li> <li>• Demonstrate knowledge a range of knowledge, conceptual understanding and skills.</li> <li>• Use a variety of learning styles, multiple intelligences and abilities to express their understanding.</li> <li>• Know and understand in advance the criteria for producing a quality product or performance.</li> <li>• Participate in reflection, self- and peer assessment.</li> <li>• Base their learning on the real-life experiences that can lead to further inquiries.</li> <li>• Express different points of view and interpretations.</li> <li>• Analyse their learning and understand what needs to be improved.</li> </ul>
<p>Effective assessments allow teachers to:</p>	<ul style="list-style-type: none"> <li>• Inform every stage of the teaching and learning process.</li> <li>• Plan in response to student and teacher inquiries.</li> <li>• Develop criteria for producing a quality product or performance.</li> <li>• Gather evidence from which sound conclusions can be drawn.</li> <li>• Provided evidence that can be effectively reported and understood by the whole school community.</li> <li>• Collaboratively review and reflect on student performance and progress.</li> <li>• Take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts.</li> <li>• Use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores).</li> </ul>
<p>Effective assessments allow parents to:</p>	<ul style="list-style-type: none"> <li>• See evidence of student learning and development.</li> <li>• Develop an understanding of the student's progress.</li> <li>• Provide opportunities to support and celebrate student learning.</li> </ul>

Making the PYP Happen (2009)

# Practices and Procedures

## Collecting and recording assessment data

### Assessment in the classroom will include:

- Developing clear rubrics and criteria/task sheets.
- Using representative examples of students' work or performance to provide information about student learning.
- Collecting evidence of student's understanding and thinking.
- Documenting the learning process of groups and individuals.
- Engaging students in reflecting on their learning.
- Self and peer assessment.
- Identifying exemplar student work.
- Keeping records of tasks/results.
- Processes that make student learning visible.

### Assessment of prior knowledge (Assessment FOR learning)

- Teachers assess prior knowledge before beginning a new inquiry.
- Students will be given an opportunity to share their prior knowledge.

### Formative Assessment - SUPPORTS learning (Assessment FOR learning)

Formative assessment is interwoven with daily instruction and assists the teacher in planning for the next stage of learning. It provides regular and frequent feedback to the teacher and the student. It also gives students an opportunity to improve their understanding and to cultivate enthusiasm for learning.

Key factors that improve learning through assessment are:

- Clarifying and sharing learning intentions and criteria for success.
- Engineering effective classroom discussions and learning tasks.
- Providing feedback that moves learners forward.
- Activating students as owners of their learning.
- Activating students as instructional resources for one another.

### Summative (Assessment OF learning)

This occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

Summative assessment aims to give teachers and students a clear insight into students' understanding. It is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learnt, inform the teaching process and measure how effectively they understand the central idea.

### Giving feedback

“Appropriate feedback is powerful in moderating student achievement, and has an impact on students' concepts of themselves as learners. Feedback should be specific, frequent, positive and responsive to students. Some research indicates that the provision of feedback in the form of comments—rather than in the form of marks—enhances student learning and transfers the responsibility for learning to the students themselves.”  
Teaching and leading for quality Australian Schools. (2007)

## Developing Effective Assessment Tasks

	<b>The Task</b>
<p><b>Credibility</b> Does the task generate sound evidence about student performance?</p>	<ul style="list-style-type: none"> <li>• Is accompanied by explicit criteria.</li> <li>• Is accompanied by clearly stated standards.</li> <li>• Is clearly aligned with the targeted curriculum intentions.</li> <li>• Is fair and equitable to all students.</li> <li>• Provides opportunity for students to demonstrate what they know and can do.</li> </ul>
<p><b>Intellectual Quality</b> Is the task intellectually challenging?</p>	<ul style="list-style-type: none"> <li>• Draws in sufficient depth &amp; breadth upon the targeted knowledge, concepts and skills.</li> <li>• Engages students in a range of thinking skills.</li> <li>• Provides opportunities for students to demonstrate critical analysis.</li> <li>• Have clear cognitive expectations.</li> </ul>
<p><b>Authenticity</b> Does the task address a realistic and complex problem?</p>	<ul style="list-style-type: none"> <li>• Has an appropriate real life context for all students.</li> <li>• Is engaging and motivating.</li> <li>• Has genuine and valued purpose.</li> <li>• Has a context that is appropriate for cognitive demands.</li> </ul>
<p><b>User friendliness</b> Does the task clearly communicate to students what is needed for producing their best performance?</p>	<ul style="list-style-type: none"> <li>• Has an accessible and appropriate format.</li> <li>• Have layout, cues, visual design, format and choice of words that clarify what is expected.</li> <li>• Have examples &amp; resources that are helpful to students.</li> <li>• Provides a complete set of guidelines (including models) that allow students to reflect on, rehearse and review their response.</li> </ul>
<p><b>Validity</b> Does the task assess what you want to assess?</p>	<ul style="list-style-type: none"> <li>• Provide examples</li> </ul>
<p><b>Reliability</b> Are the conditions the same for all?(reliability measures built in)</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Assessment strategies for inquiry stages

Stage of Unit	Purpose	Assessment Activities
<b>Tuning In</b> <i>Also known as</i> Prior knowledge Preparing to find out	To engage students in the topic. To gauge student interest and attitudes. To find out what students believe (understandings and misconceptions) To provide opportunities for students to share what they already know and believe, To introduce /clarify language To identify gaps in their knowledge and misconceptions To assist teacher planning of the unit	<ul style="list-style-type: none"> <li>• Anecdotal records</li> <li>• Teacher/student journals</li> <li>• Visual folios</li> <li>• Checklists</li> <li>• Criteria sheets</li> <li>• Annotated work samples</li> </ul>
<b>Finding out</b> <i>Also known as</i> Direct experiences Shared experiences	To take students beyond what they already know. To challenge students' ideas, beliefs and values. To enable the student to use skills (e.g. thinking, communication, cooperation, research skills) and knowledge to collect new information	<ul style="list-style-type: none"> <li>• Audio and visual (including photographic &amp; video recordings)</li> <li>• Worksheets</li> <li>• Reports of test results</li> <li>• Reflection sheets/diaries</li> </ul>
<b>Sorting out</b> <i>Also known as</i> Processing the shared experience/s	To sort out, organise, represent and present information from the finding out stage of the unit. To provide opportunities for the students to use their preferred ways of learning to demonstrate their learning (knowledge, skills, values)	<ul style="list-style-type: none"> <li>• Learning logs</li> <li>• Conference logs</li> <li>• Observation notes</li> <li>• Feedback sheets</li> <li>• Peer and self-assessment journals/sheets</li> </ul>
<b>Going further</b> <i>Also known as</i> Extending the unit Related activities/experiences	To extend /broaden the unit if appropriate To allow students to investigate areas of personal interest To use their preferred learning style To present another perspective on or dimension to the topic	Student initiated action Classroom teacher to support
<b>Reflection</b> <i>Also known as</i> Thinking about the unit Making connections Drawing conclusions	To provide opportunities for the students to think about their learning, how they learnt and why. To identify changes in skills, knowledge and values. To draw conclusions and make connections between ideas	<ul style="list-style-type: none"> <li>• Self, peer and group assessment</li> <li>• Comparing tuning in ideas with current ideas</li> <li>• Written generalisations</li> <li>• Journals (visual and written)</li> </ul>
<b>Action</b> <i>Also known as</i> Taking action	To identify what the students have learnt and the implications for personal actions To enable students to make choices and apply their ideas To relate their learning to real life situations	<ul style="list-style-type: none"> <li>• Publicising findings e.g. through newsletters</li> <li>• Contacting relevant organisations</li> <li>• Make a personal action plan</li> <li>• Public performance</li> </ul>

# Reporting Assessment Data

## Information Evening

This is an opportunity for parents to meet their teacher and to understand goals, homework expectations and how we assist the child together. It will give teachers the opportunity to talk about the Primary years programme and the development of attitudes to learning.

## Three way conferences

These facilitate the partnership between home and school. They allow students and teachers to demonstrate achievement of learning goals and attitudes. The students are actively involved in the discussions. Teachers and students use the Portfolio to indicate or illustrate points made during the discussion. This conference model will be held late in the First Semester and will be a lead up to Student led conferences in third term.

## Student-Led conferences

Students are involved in learning and reporting of this to parents.

Students are given the opportunity to share the work they have compiled in their Learning Portfolios over the year.

The students guide their parents around the room to prepared learning stations and also classroom displays.

The opportunity is given for parents to learn about Physical Education, performing and visual Arts and French. Students should demonstrate concepts learned and share products developed in these areas.

## Open days

This is where parents have the opportunity to observe sessions during a typical day.

## The Primary Years programme Exhibition

As a culminating experience the exhibition is an opportunity for students to exhibit the attributes of the IBO learner profile that has been developing throughout their engagement with the PYP.

Students engage in a collaborative inquiry process that involves them in identifying, investigating and offering solutions to real life issues or problems.

The school community are active participants in the exhibition through mentoring, speaking and attending the Exhibition.

## Portfolios

The portfolio is designed to allow the student to be part of the authentic assessment process. Portfolios are a collection of each student's work; showing the range and quality of their work over a period of time.

The learning portfolio allows for:

- A variety of ways of learning.
- Evidence of progress over time.
- Sharing of achievements with others at home and at school.
- Opportunity for students to review and reflect on their work.
- An insight into the active mind of the student.
- Development of an overall picture of the whole student: social, physical, spiritual, mental and emotional.
- A picture of their skill achievements and attitude development.
- The building of self-esteem.

The Student Learning Portfolio is a demonstration and record of the student as an active and thoughtful learner and relates to the current academic year. It is a pivotal part of the Student-led conferences and the end-of-year reflection.

## Summative Reports

Summative reports are issued to parents twice a year at the end of each semester. These reports must comply with the Australian Government requirements.

## *Extract from VRQA Guidelines for Schools.*

(A school must ensure that there is ongoing **assessment**, 'monitoring and recording of each student's performance and provide each student and parent with access to accurate information about the student's performance.

Access to information must include at least two written reports to parents per year.

**DOCUMENT HISTORY & VERSION CONTROL RECORD**

**Name of Document:** Primary Assessment and Reporting Policy  
**Responsible Officer:** Primary Curriculum Coordinator  
**Approved by:** Principal  
**Assigned review period:** Annually  
**Date of next review:** October 2016  
**Category:** Community

Version Number	Version Date	Responsible Officer	Amendment Details
0.1	12/8/2015	Jacqui Ellison	Initial issue as a controlled document
0.2	4/9/2015	Principal	Minor Changes
1.0	15/10/2015	Principal	Approved

Approved By:

Date:



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Dr Douglas Peck  
Principal

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