



POLICY	 SPW EARLY LEARNING AND PRIMARY EDUCATION
Title: Assessment Reception-Year 7	
Authorised by: Principal No.: CURR-51 Issue Date: July 2018 Last Reviewed: October 2020 Next Review Date: October 2021	Page Number: 1 of 9

Assessment Reception-Year 7 Policy

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1 INTRODUCTION

The purpose of assessment at St Peter's Woodlands (SPW) is to improve student learning, to provide information on student learning and to contribute to the efficacy of learning programs. Assessment is the ongoing process of gathering evidence for and of learning. This evidence will be used to give recognition and timely feedback to the learners and all other stake holders. Assessment will reflect best practice to support the learner and the teacher in the promotion of student achievement.

At SPW we believe assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decision to take action

2 DEFINITIONS

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- Assessing – how we discover what the students know and have learned
- Recording – how we choose to collect, analyse and apply data
- Reporting – how we choose to communicate information

3 SCOPE

This policy applies to all learners from the 3 Year Old program in Early Learning through to the completion of Year 6 or Year 7.

4 OBJECTIVES

SPW's approach to assessment recognises the importance of assessing the process of inquiry as well as the products of inquiry. The main aim of assessment at SPW is to provide feedback on five learning elements and the development of essential elements of the Early Years Learning Framework, Primary Years Program, and Australian Curriculum to inform further learning. Students and teachers are actively engaged in assessing student progress as part of the development of wider critical thinking and self-assessment skills.

5 ASSESSING

The assessment of student development and learning is an essential component of the curriculum, helping to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented.

At SPW the classroom employs a range of formative and summative assessments, which demonstrate student achievements.

Summative assessment: aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures conceptual understandings and prompts students towards action.

Formative assessment: provides information used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students find out what students already know and can do. Formative assessment and teaching are directly linked.

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve understanding, skills and knowledge, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to understand the criteria for success. There is evidence increased use of formative assessment helps those students who are low achievers to make significant improvements in their understanding.

Assessment in the classroom includes:


- 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 conceptual based rubrics
- identifying exemplary student work
- keeping records of test/task results

6 RECORDING

SPW staff use a range of methods and approaches to gather information about a student's learning. They record this information using a variety of tools.

Assessment strategies and tools					
Assessment tools	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Assessment strategies					
Observations	•		•	•	•
Performance assessments	•	•		•	•
Process-focussed assessments	•		•	•	•
Selected responses		•	•		•
Open-ended tasks	•	•		•	•

Teachers use a range of methods to document the evidence of student learning and understanding – see Appendix 1: Glossary. This at times includes video, audio, photographs and graphic representations. Teachers also collect written records of standard conversations, comments, explanations and hypotheses as well as annotated pieces of students' work that form part of the online learning journal, Seesaw.

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7 REPORTING

Reporting on assessment at SPW includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties. See Appendix 2: Reporting at SPW, for an outline of each year level.

Reporting to parents, students and teachers occurs through:

- Getting to know your child meetings
- Conferences: student-teacher-parent, student-teacher and student led
- Online Learning Journal (Seesaw)
- Year level Learning Journeys
- Year 5 Exhibition
- Year 6: Bay Week showcase
- Year 7: City Experience showcase
- Twice yearly written reports

8 GETTING TO KNOW YOUR CHILD MEETINGS

In the week prior to school starting, classroom teachers meet with each family to hear about each child in the class. In the event families are not available, teachers are asked to contact parents by phone. Information gathered about social, emotional, or physical learning needs provides a basis for student success.

9 PORTFOLIOS/LEARNING JOURNALS

A child's portfolio is a collection of his or her work to demonstrate reflection and growth, creativity and engagement. Portfolios celebrate student learning, showing the development of the whole child in all subject areas.

Portfolios or Online Learning Journals by way of Seesaw, are used by teachers and students to communicate development with parents and with teachers and peers throughout the year.

Portfolios are intended to be student-managed with teacher guidance. The balance of 'teacher-selected' versus 'student-selected' content in learning journals depends on the age and maturity of students. Teachers should help students learn how to thoughtfully choose items to include/keep in their journals.

Students should understand the purpose of the learning journal. A variety of media can be represented to reflect different learning styles and experiences, including drawings, photos, voice recording, videos, and multimedia.

An Essential Agreement for R-7 and ELC is available for staff via Frog.

Learning Journal content at each year level should include the following:

Per Term


One student-generated reflection for each unit from our POI, either:

- a general reflection on the unit of inquiry, including the knowledge and understanding gained and possible future investigations
- or
- the student's response to a piece of work from the unit of inquiry

A brief student reflection for each student-selected piece in the portfolio

Evidence of:

- Literacy development

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- Mathematical thinking and skills
- Writing development and skills
- Student learning in Art, Music, PE and Japanese or German
- Student-initiated action (when/if it happens)
- Students as inquirers and producers of knowledge

Per Semester

PYP Learner Profile/Attitude Reflections

Evidence of:

- Student engagement in RAVE
- Student engagement in the Keeping Safe: Child Protection Curriculum

10 WRITTEN REPORTS

The written reports have a summative grade based on the Australian Curriculum Achievement Standards. PYP Approaches to learning are reported on through a continuum for Reception to Year 5, with Years 6 and 7 reporting on SPARKLE, while all other components of each program are covered through the written comment.

At the end of Semester 1 and the end of the school year, a written report is sent home. The report contains a mark for each Australian Curriculum learning area taught in the School, along with a detailed general comment from the class teacher.

11 LEARNING JOURNEYS

Teachers across a year level select one unit of inquiry through which to present a learning journey. Parents and community are invited to share in student learning. The presentation of the learning journey can take a range of forms, students engaging with visitors and sharing their learning and understandings is the aim.

12 STUDENT-TEACHER-PARENT CONFERENCES

STP are formal reporting sessions with both parents and students. They are led by the student with support from the teacher. Conferences take place near the end of Term 1, with additional conferences available at the beginning of Term 3 following receipt of written reports.

13 PYP EXHIBITION


At SPW students in Year 5 demonstrate their understanding of the PYP through engagement in the Exhibition. The Exhibition is shared with the SPW community and involves teaching and non-teaching staff from across the school acting as mentors.

14 STANDARDISED ASSESSMENTS

Standardised assessments are used as a part of the whole school assessment policy in an effort to gain as much information as possible about the student as a learner. The types of assessment used in the school are many and varied and go towards making up the whole picture of what a student can do.

Standardised assessments are specifically used for the following reasons:

- To inform teaching
- To provide information which shows longitudinal data changes over time

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- To provide comparison with a peer group
- To inform decisions about programs
- To allow the Learning Support Team to determine those students whose basic skills fall outside the normal range expected for students of that particular age. This information is used alongside other assessment information to determine those students who will access support through their class teacher with resourcing provided by the Learning Support team
- To form part of the process of reporting to parents

The database of standardised assessment data is available to teachers via Frog.

Teachers have information to help them form groups, plan the program and be aware of those with special needs.

15 ASSESSMENT

- Assessment should be planned at the start of the unit and should demonstrate clear links between the assessment tasks and all components of the PYP planner, as well as alignment to the appropriate Australian Curriculum Achievement Standard
- Assessment strategies and tools should be varied and should include pre and post assessment tasks and formative and summative assessments
- Assessments should include peer and self-assessment where appropriate
- Students should be involved in the development of some of the assessment activities and tools. When students are not involved in the development of assessment activities they need to be informed of assessment criteria prior to undertaking the work
- Assessment will inform and direct future learning
- Teachers will be familiar with and put in place the assessment policy of the school

16 FURTHER INFORMATION

Further information regarding this policy is available from any member of the Executive Leadership Team.

Relevant Legislation

None

Related Policies

CURR-21	Learning Support
CURR-23	Moderation of and for Assessment
CURR-31	PYP Assessment
PRIN-47	Academic Honesty

Related Procedures & Standard Operating Procedures


CURR-EA03 Seesaw ELC Essential Agreement
 CURR-EA05 Seesaw R-7 Essential Agreement

Related Forms & Checklists

None

Related Safe Work Practices & Guidance Notes

None

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Related Other Documentation

Guidelines on Conventions of Written Reports
 Monitoring, Assessment & Reporting Booklet
 SPW Curriculum Handbook
 SPW Student Diary
 ELC Parent Handbook
 SPW POI

PRINCIPAL (<i>Signature</i>)	DATE

Appendix 1 – Glossary

Assessment strategies	
Observations	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from nonparticipant (observing from without) to participant (observing from within).
Performance assessments	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
Process-focused assessments	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.
Selected responses	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
Open-ended tasks	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.
Assessment tools	
Rubrics	An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
Exemplars	Samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks appropriate and usable within their particular school context.

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Checklists	Lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
Anecdotal records	Brief written notes based on observations of students. Learning stories are focused, extended observations that can be analysed later. These records need to be systematically compiled and organised.
Continuums	Visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.