



Urquhart Park Primary School

ASSESSMENT POLICY

Rationale:

Assessment is central to the International Baccalaureate Primary Years Program's goal of guiding children 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 responsible action. It requires teachers to identify, gather and interpret information about student achievement to provide feedback on the learning process. The assessment program at Urquhart Park Primary School enables teachers to provide effective and individualised teaching and learning programs, and to evaluate and plan for emerging curriculum requirements.

Aims:

The aim of assessment is to enable students to develop and demonstrate their potential. Assessment has a number of key purposes, including to:

- support student learning
- provide information on student learning and progress
- provide evidence of learning progress
- report on the achievement of each student
- evaluate and improve teaching and learning programs

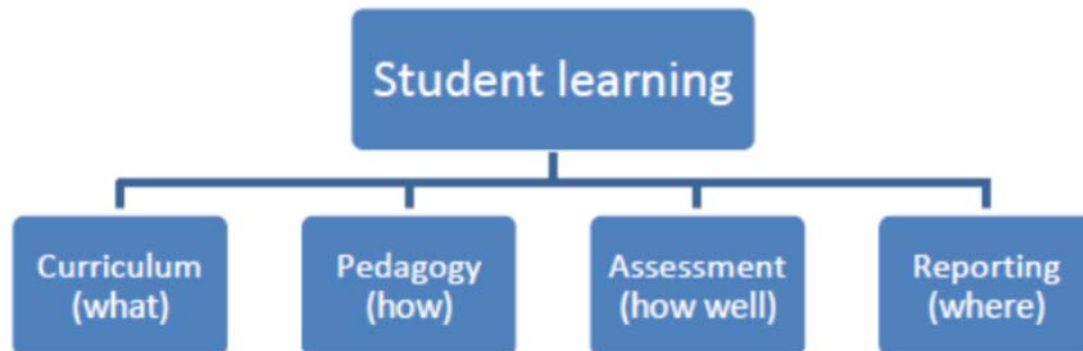
Implementation:

- Written and oral reports will provide information to parents, students and teachers on student progress in each of the learning areas.
- The Primary Years Program (PYP) and Victorian Curriculum will form the basis for assessment.
- Teachers will follow the whole school Assessment Schedule in order to collect and record formal assessment data.
- Teachers will utilise a variety of formative and summative assessment strategies and evaluate the results for future planning.
- Ongoing monitoring of each student's learning progress will take place.
- Students will be taught to reflect upon and evaluate their work, recognise their strengths and identify areas for improvement.
- In accordance with DET requirements, Individual Learning Plans will be developed and monitored through regular Student Support Group meetings for children supported through the Program for Student with Disabilities, Koorie students and students identified as receiving Out of Home Care. ILP's may also be developed for students deemed at risk in terms of their learning progress.
- All assessment data will be recorded on GradeXpert, the school's data management system.
- Reporting to parents will include a written report twice yearly and learning conferences twice yearly.
- Students will be assessed against the Victorian Curriculum Achievement Standards.
- The whole school Assessment Schedule will be adhered to by all teachers, ensuring formative and summative assessment strategies are utilised and that student records are maintained.
- Informal interviews will be offered throughout the year and parents are encouraged to request a meeting with their class teacher when they have concerns regarding their child's learning.
- Student self-assessment and goal setting will be an important element of the assessment program.

Overview of Assessment at Urquhart Park Primary School

When we refer to assessment, we are referring to the component of our curriculum that can be assessed, recorded and reported. The International Baccalaureate (IB) Primary Years Program (PYP) breaks these three areas down as:

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



The PYP describes the taught curriculum as the written curriculum in action. Using the written curriculum, and in collaboration with colleagues and children, the teacher generates questions which guide structured inquiry and instruction. These questions address the eight key concepts, which help lead to productive lines of inquiry. Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning. Assessment is, therefore, integral to the taught curriculum. It is the means by which student learning and the effectiveness of our teaching are analysed. It acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process. Assessment is an essential part of the instructional cycle. It provides information about student learning and development, as well as a framework for planning, self-reflection, and collaboration.

Students' learning is promoted through:

- Assessing prior knowledge and experience
- Differentiating instruction to meet individual needs
- Engaging learners in reflection to determine strengths and areas for improvement and to set goals
- Providing feedback for students and establishing goals for future learning
- Expanding student learning opportunities
- Building a profile of children's understanding

Information about student learning is provided through:

- Examples of student work or performances
- Data relating to benchmarks and/or rubrics or test scores
- Test results
- Teacher judgments made against learning standards and outcomes

Program evaluation uses a variety of student assessments to:

- Assess the levels of students' current knowledge and experience before embarking on new learning
- Assess new learning
- Guide teacher planning and presentation
- Assess student performance relative to national, state, and local standards as well as PYP expectations
- Inform parents, teachers, students, school administration and relevant government bodies

Through the IB-PYP Programme of Inquiry, Urquhart Park Primary School teachers strive to provide the opportunity for learners to construct meaning primarily through structured inquiry. This is accomplished by emphasizing the connections between subject-specific knowledge and transdisciplinary skills and themes. The transdisciplinary themes- Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organise Ourselves, How We Share the Planet-provide a focus for inquiry, while literacy and numeracy provide the tools. Feedback should be given on student progress and performance in each of these areas. Additionally, feedback should be provided on the attributes listed in the PYP Learner Profile: Inquirer, Communicator, Thinker, Courageous, Knowledgeable, Principled, Caring, Open-Minded, Well-Balanced and Reflective. This profile serves to increase the children's awareness of, and sensitivity to, the experiences of others beyond the local or national community, thus promoting an understanding that there is a commonality of human experience.

Types of Assessments

Assessment occurs every day in some fashion. A variety of assessments demonstrates our belief and understanding that children learn in different ways, at different rates, and at different times. The result of assessment is considered a critical element that influences teacher decision-making and guides student learning.

- **Pre-assessment**

Pre-assessment occurs before embarking on new learning to uncover prior knowledge, misconceptions and experiences.

- **Formative Assessment**

Formative assessment is woven into the daily learning process. It provides teachers and students with information about how the learning is developing. It helps the teacher to plan the next stage of learning.

- **Summative Assessment**

Summative assessment occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts.

Standardised Assessment

The whole school Assessment Schedule outlines standardised tests in Literacy and Numeracy that are carried out each year.

Year 3 and Year 5 students also participate in the NAPLAN assessments in May of each year.

Assessment Strategies and Tools

Assessment strategies form the basis of a comprehensive approach and represent Urquhart Park Primary School's answer to the question, "How will we know what we have learned?" These methods of assessment include a broad range of approaches and have been selected to provide a balanced view of the student.

- **Observations:** All students are observed regularly with a focus on the individual, the group, and/or the whole class.
- **Performance Assessments:** Performance assessments allow students to use and demonstrate a range of different skills. These tasks can include assessment of role-play, presentation, demonstration, problem solving, response to challenges
- **Tests/Quizzes:** These single-occasion assessments provide a snapshot of students' specific knowledge.

- Portfolios: An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, creativity, and reflection.
- Checklists: These are lists of information, data, attributes, or elements that should be present.
- Anecdotal records: Anecdotal records are brief, written notes based on observations of children. These records need to be systematically compiled and organized.

Reporting

Reporting is a means of communicating what students know understand and can do. Written reports are distributed to families in June and December of each year. Effective reporting should:

- Involve parents, students, and teachers as partners
- Reflect the values of the Urquhart Park Primary School community
- Be comprehensive, honest, fair, and indicate students' learning progress against the Victorian Curriculum Achievement Standards
- Be clear and understandable to all parties
- Provide an opportunity for students to reflect upon and evaluate their learning

Learning Conferences

Parents, students, and teachers are all valued partners in the reporting process and in sharing the responsibility both for learning and for accounting student progress. Pathways for communication need to be open and reciprocal.

Learning conferences involve the student, parents and teacher. Students discuss their learning and understanding with the parents and teacher, who are responsible for supporting the student through this process. Key features of the learning conference include:

- Students taking responsibility to reflect upon work samples they have chosen to share.
- The work that students share has been previously selected with guidance and support from the teacher
- The student, parents and the teacher collaborate to establish and identify the student's strengths and areas for improvement.
- New goals for the student will be set, with all parties determining how they can support the achievement of the goals.
- The teacher is an integral part of the process and takes notes of the discussion.

Urquhart Park Primary School builds into the school calendar two opportunities for parent-teacher-student learning conferences.

Written Reports

DET-mandated reports are sent home at the end of Term 2 and Term 4. Transdisciplinary skills, Learner Profile attributes and attitudes are reflected in the comments that teachers write on every report card. The staff at Urquhart Park Primary School strive to communicate, share, and reflect on student learning.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in June 2017