

HEANY PARK PRIMARY SCHOOL

ASSESSMENT AND REPORTING POLICY

PHILOSOPHY

At Heany Park Primary School (HPPS), we believe that assessment is integral to all teaching and learning. Assessment connects learning with knowledge, understanding, skills, attitudes and action. It guides planning, practice and instruction, which leads to improved student outcomes.

This philosophy aligns to our Mission Statement that:

HPPS is a child centred community, empowering students to be inquiring, responsible, compassionate and global minded citizens.

Our teaching and learning embodies our school values and drives the development of challenging and engaging programmes.

This enables our students to become lifelong learners, who take action to promote a peaceful and sustainable world through respect and understanding.

PURPOSE

Assessment demonstrates progress, whether that be teaching, learning, school or personal growth to ensure challenging, inquiry-based teaching and learning programmes. It is central to the International Baccalaureate (IB) Primary Years Programme (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 decisions to take action

Heany Park Primary School'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 HPPS is to provide feedback on the learning process and the development of the five essential elements to inform future learning. Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills.

DEFINITION OF ASSESSMENT

Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do and feel at different stages in the learning process. Student learning is promoted through planning and refining the learning and teaching process to meet individual or group needs. Assessing student's prior knowledge and experience as well as monitoring their achievement during the teaching period enables teachers to plan and refine their teaching accordingly. (Making The PYP Happen 2009 p44)

GUIDELINES FOR IMPLEMENTATION

TYPES OF ASSESSMENT

1. **Formative assessment** (assessment *for* learning) helps teachers and students find out what the students already know and can do, and identifies prior knowledge and misconceptions to inform planning for instruction.
2. **Formative assessment** (assessment *as* learning) informs daily planning for instruction and promotes learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment and to recognise the criteria for success. Increased use of formative assessment by making learning visible particularly helps student who are low achievers to make significant improvements in their understanding.
3. **Summative assessment** (assessment *of* learning) gives 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 measures understanding of the central idea and promotes students towards action.

WHAT IS ASSESSED

Knowledge, understandings and skills are all assessed in line with Departmental policy and (IB) requirements including the following areas:

- Language – English and Languages (Indonesian)
- Mathematics
- Visual Arts
- Performing Arts
- Physical Education
- Science, Humanities, Health – specifically through the Programme of Inquiry
- Transdisciplinary Skills - Thinking Skills, Social Skills, Communication Skills, Self Management Skills, Research Skills
- Learner Profile / Attitudes

CHARACTERISTICS OF EFFECTIVE ASSESSMENTS

Effective assessment ensures that:

- ongoing opportunities are provided to allow students to reflect on learning, ascertain what they have learnt and to identify future learning goals.
- thoughtful and constructive guidance is provided to students by making learning visible.
- feedback is provided that is task-specific, timely, is in a form that guides student action and builds confidence that further learning is possible.
- students are given opportunities to demonstrate their learning in different ways.
- robust discussion and rigorous moderation takes place to enable consistency of evaluative judgements.
- teachers gather evidence of what students' can do, know, understand and how they feel in order to identify growth and inform planning.
- whole school curriculum is evaluated and curriculum improvement is continued.
- the school has information on the achievement of different groups of students and individual students.
- parents/guardians are provided with accurate, organised information about their child's progress.
- a sense of partnership and responsibility for learning is developed between parents/guardians, teachers and students.

HOW WILL WE ASSESS?

Teachers will utilise the following 5 core assessment strategies from Making the PYP Happen, 2009 p 48.

Assessment Strategies and Tools					
Assessment Tools \ Assessment Strategies	Rubrics	Exemplars	Checklists	Anecdotal Records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessment	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

STANDARDISED ASSESSMENTS

Standardised assessments are used as a part of the whole school assessment schedule (see Appendix A) in an effort to gain as much information as possible about the student as a learner.

MANDATED STANDARDISED ASSESSMENTS

- NAPLAN
- Foundation Entry Assessment: English Online Interview
- Victorian Curriculum Standards
- Attitudes to School Survey

SCHOOL – WIDE STANDARDISED ASSESSMENTS

- PAT Tests (Reading, Maths, Spelling)
- Fountas & Pinnell
- On Demand Testing (Adaptive)
- Mathematics Online Interview

DATA COLLECTION

Data is collected and recorded formally for reporting purposes at the end of Terms 2 and 4. A student Summary Results Sheet for each class is collated with relevant data and provided to the Principal Team.

REPORTING

Reporting will be conducted in line with Departmental policy and IB requirements. Reporting on assessment at HPPS includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is accurate, comprehensive and informative to all parties. Our reporting process is supported by:

- Conferences
- Student Portfolios
- The Written Report

Conferences

Teacher – Student

Frequent feedback from teacher to student enables reflection, further refinement of skills and understandings by making learning visible.

Teacher – Parent(s)

These conferences occur formally at the start of each year in the form of a “Getting to Know You Interview” and then as required. They are designed to provide information about the student’s individual needs and answer parent questions. They provide parents with the opportunity to share information about the cultural context of the student’s learning.

Three-Way Conference

Three Way Conferences are held at the end of Term 2 and involves the student leading a discussion about their learning and understanding with their parents and teacher. Students reflect upon work samples, products and performances they have chosen with support from their teacher. Student, teacher and parents collaborate to establish and identify the student’s strengths and areas for improvement.

Student Support Groups (SSG) / Program for Students with Disabilities (PSD)

Student Support Groups for students on the program for Students with Disabilities, or those requiring significant adjustments, meet on a regular basis to monitor and assess individual student progress and set future goals.

Individual Learning Plans (ILPs)

Individual Learning Plans (ILPs) are developed for identified students in partnership with teachers, students and parents. (see ILP Protocols and Appendix B)

Student Portfolios

- Student portfolios provide a picture of each student’s growth and development over a period of time. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement.
- An essential agreement on Student Portfolios further informs requirements at this school (see Appendix C)

The Written Report

- A formal report is written by teachers and provided to parents/guardians at the end of Terms 2 and 4. Grading levels reflect student performance against Departmental Curriculum Standards. Teachers work collaboratively to ensure consistency of evaluative judgements.

Language Background Other Than English (LBOTE) Report

Students who have been identified as meeting the following criteria, will be provided with a report that reflects their performance against the Primary English as an Additional Language (EAL) Developmental Continuum.

Students may be identified as LBOTE if they:

- come from a language background other than English
- speak a language other than English at home as their main language
- have been enrolled in an Australian school for less than five years
- attract Student Resource Package (SRP) funding.

Evaluation:

The School Council review its policies every four years to ensure the needs of the School Community are met. The review process will be informed by any new knowledge to hand and feedback from all stakeholders. Any common or recurring issues will be addressed and information provided to the school through the Parent Opinion Survey will be taken into account.

HPPS has developed this Assessment and Reporting Policy in collaboration with staff, parents and the school community. This whole school Assessment and Reporting Policy addresses how information is recruited, analysed, used and stored in relation to student learning.

This policy should be read in conjunction with the Assessment Schedule (Appendix A) and the Essential Agreement on Student Portfolios (Appendix C)

Prepared by: Janet Evison (Principal), Kym Ryan (PYP Co-ordinator) and staff at HPPS

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Signed:

Janet Evison
(Principal)

Chris Parker
(School Council President)