



Assessment, Recording and Reporting Policy



Introduction

Assessment is the ongoing process of gathering evidence for and of learning.

The learning community at St John's, including teachers, students and families are all integral to the assessment process. Assessment involves the gathering and analysis of information about student learning to shape teaching practice. Ongoing assessment identifies what students know, understand and can do at different stages in the learning process.

At St John's, 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

St John's approach to assessment recognises the importance of assessing the process of inquiry as well as the products of inquiry. 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

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 and analyse data
- Reporting – how we choose to communicate information

Assessment

We believe that effective assessment should be authentic, clear and specific, take many forms, be student centred, collaborative, interactive, and provide feedback for future goal setting.

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 the knowledge, concepts and skills they have acquired. It informs and improves student learning and the teaching process.





Formative Assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote 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.

Standardized Assessment is a comparison of each child against others at the same age across a benchmarked 'norm'. It allows teachers, parents and students compare how each individual in the class is progressing compared to others the same age. At St John's, benchmark testing includes NAPLAN as well as school based standardized testing which takes place in Week 3, Term 1 each year and may include the SA Spelling Test, The Waddingtons Reading Test, MTS Mathematics Tests and PAT Maths tests.

Principles of Assessment

Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals.

Effective assessments allow students to:

- Share their learning and understanding with others
- Demonstrate a range of knowledge, conceptual understanding and skills
- Use a variety of learning styles, multiple intelligences and abilities to express their understanding
- Be actively involved in the development of the assessment criteria
- Know and understand in advance the criteria for producing a quality product or performance
- Participate in reflection, self and peer assessment
- Base their learning on real-life experiences that can lead to further inquiries
- Express different points of view and interpretations
- Analyse their learning and understand what needs to be improved.
- Grow and change as lifelong learners
- Participate in the creation/development of assessment tools

Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.





Effective assessments allow teachers to:

- Inform every stage of the teaching and learning process
- Plan in response to student and teacher inquiries
- Develop criteria for producing a quality product or performance
- Gather evidence from which sound conclusions can be drawn
- Provide evidence that can be effectively reported and understood by the whole school community
- Collaboratively review and reflect on student performance and progress
- Take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts
- Use assessment that is both analytical (separate assessments for different aspects of the work) and holistic (single assessments).
- Evaluate and reflect on each UOI

Parents become more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community.

Effective assessments allow parents to:

- See evidence of student learning and development
- Develop an understanding of the student's progress
- Provide opportunities to support and celebrate student learning at any point of the year.
- Contribute valuable assessment data, reflect and give feedback as to how students demonstrate new learning at home.

Teachers at St John's use a range of assessment strategies so that students receive opportunities to demonstrate their knowledge and skills in various contexts. These may include, but are not limited to:

- analysing samples of students' work or presentations, including moderation
- observing student discussion, action and learning processes
- questioning to ascertain student understanding
- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individual students
- using student and/or teacher developed success criteria

- identifying and analysing exemplary student work



Student Agency:

Inclusive assessment methods can encourage and increase student agency. Students monitor their progress, question their understanding and reflect upon their next steps and goals for themselves. This will be achieved through:

- self-assessment
- peer assessment
- teacher feedback and assessment
- reflection and goal setting

Recording

Evidence of student learning, understanding and achievement is collected through a variety of methods:

- photos and/or videos
- anecdotal notes, comments, and graphic representations
- samples of student work
- rubrics
- recordings of conversations.

These records form part of each student's profile of learning to ensure that an effective assessment of learning takes place over time.

Reporting

Reporting on assessment is about communicating what students know, understand and can do. It describes the progress of students' learning and identifies areas for growth. The purpose of reporting is to provide information to students, families, support staff and other teachers about student progress.

Three-way Conferences

Three-way conferences involve the student, parent/caregiver and teacher. Students discuss their learning and understanding with their parents and teacher, who support the student through this process. The student, parents and teacher collaborate to establish and identify the student's strengths and areas for improvement. This process leads to the setting of student goals for the coming year, with all parties determining how they can support the achievement of the goals. They occur in Term 1 of each year, at a time at the discretion of the teaching team and Principal.





Parent Teacher Interviews

Parents and or teachers are encouraged to make contact with each other, and if necessary arrange a formal appointment after school, at a time convenient to both parties, to discuss individual students learning and progress.

Written Reports

Students and parents/caregivers receive written mid-year and end-of-year reports. Written comments include the students' engagement and achievement, what the student has learnt, what students need to learn next, and how students can be supported for next steps to happen.

Included in these reports are assessments in the following areas:

- Christian Studies
- English
- Languages (German)
- PE – Physical Education
- Health – Personal and Social Education
- Mathematics
- The Arts
- Science
- HAAS (Humanities, Arts and Social Sciences)
- Technologies

Written reports also show student self-assessment and teacher assessment of the IB PYP Approaches to Learning (Social Skills, Self-Management Skills, Thinking Skills, Research Skills and Communication Skills) and an overall grade of completed Units of Inquiry,

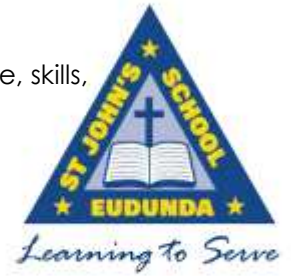
Parents can ask the school to provide written information that clearly shows each child's achievements in the subjects studied in comparison to that of the other children in the child's peer group at the school. This information will show the number of students in each of the achievement levels.

Unit of Inquiry Books

Unit of Inquiry books are sent home at the completion of each unit and contain a range of information that documents the student's learning journey such as knowledge, skills, concepts, attitudes and action. Unit of Inquiry books are to include:

- An information page at the beginning of the unit
- An assessment page in the UOI books should include all curriculum areas covered in the unit
- Evidence of prior knowledge of the students and student questions which are relevant to the Lines of Inquiry and Concepts

- A reflection of the unit by the students. This reflection should cover knowledge, skills, concepts, Learner Profile Attributes and future learnings from the unit.
- Units are to show the transdisciplinary nature of teaching and learning and include work from all curriculum areas covered during the inquiry.



Other elements to consider:

- An assessment criteria is to be shared with the students at the beginning of each unit
- Explanations of tasks are to be included in UOI books by either students or teachers
- A student UOI book from each year level in a class is to be given to the PYP Coordinator within a week of completion of the unit for feedback
- All classrooms are to display the Transdisciplinary Theme, Central Idea, Lines of Inquiry, Learner Profile Attributes, Approaches to Learning, Key Concepts and Inquiry Cycle relevant to the Unit of Inquiry being addressed

Student-led Conferences

Student-led Conferences involve the student and the parent/caregiver. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents. It may involve students demonstrating their understanding through a variety of different learning situations. There are usually several conferences in each classroom taking place simultaneously. They will occur once each year at the discretion of each PYP planning team.

Exhibition

In the final year of the PYP, students at St John's participate in a culminating project, the Exhibition. This is a significant event in a student's schooling where they demonstrate their understanding of the five essential elements of the PYP. This celebration engages classroom and single-subject teachers from across the school and is shared with the whole school and wider community.

Portfolios

Reporting on assessment at St John's includes communicating what students know, understand and can do. Reporting involves parents/caregivers, students and teachers as partners. It is honest, comprehensive and understandable to all parties.

Seesaw

The use of Seesaw replaces the student portfolio. The purpose of Seesaw at St John's is to record and report on the student's involvement in learning and to demonstrate success, creativity and the learning process. It provides a record of student effort and achievement as well as a dynamic means of three-way communication between parent/caregivers, students and teachers.



Whole school protocols for See saw reporting – samples to be included by term

Term 1	Term 2	Term 3	Term 4
Literacy Mathematics UOI	Literacy Mathematics UOI Christian Studies Specialists (on rotation – Arts, PE or LOTE)	Literacy Maths UOI Specialists (rotation)	Literacy Maths UOI Specialists (rotation) Christian Studies

- Reporting on Seesaw should also include a mix of teacher selected and student selected work samples
- Seesaw should also include student self-reflections on tasks submitted and against the attributes of the Learner Profile

Seesaw has a valuable role in sharing the life of the classroom with parents and caregivers and posts which include whole class activities and cultural items are encouraged. As a means of reporting however, and a replacement for the student portfolio, Seesaw posts should give a picture of each student's progress. In addition to whole class items, individual items should be posted for each student across the learning areas. These items should include assessment pieces, which show teacher assessment and feedback and students' reflection on their learning.

According to the IB, portfolios:

- Are a means for schools to meet their responsibility to show evidence of student learning
- Are a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection
- Provides a picture of each student's progress over a period of time both as individual and group learners
- Should provide evidence of learning from a range of experiences and curriculum areas
- Are used to show the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile over a period of time.

Seesaw posts could include:

- Annotated work samples with teacher feedback
- Assessment rubrics
- Photos of student work or participation with attached feedback or student reflection (written or recorded)
- Video or recording of students' involvement in learning experiences with comments by students, teachers or both

- Student self-assessments and reflections (on specific learning tasks or general reflections on progress)



References:

International Baccalaureate Organisation (2007), *Making the PYP Happen: A curriculum framework for international primary education*. Antony Rowe Ltd, Chippenham, Wiltshire, UK.

IBO.org (2018). **Assessment in the Primary Years Programme**. [online] sso.ibo.org. Available at: https://resources.ibo.org/pyp/works/pyp_11162-51465?root=1.6.2.12.5&lang=en

[Assessment Policies from other sites that were used in the development of this policy.](#)

- Coromandel Valley Primary School Assessment and Reporting Policy (2020)
- St Peter's Woodlands (PYP Assessment Policy)
- Immanuel Lutheran School (Gawler), Statement of Practice – Assessment (2019)

Reviewed April 2021 (To be reviewed annually)

