



ASSESSMENT AND REPORTING POLICY

WHY DO WE ASSESS?

Philosophy

Assessment and Reporting are essential elements of the Learning and Teaching process and are vital to the way students think about themselves and their engagement in the process of learning (academically, socially and personally).

Accurate and comprehensive assessment of student performance against standards aids in establishing communication, guides student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those areas in need of support and assistance.

At Keysborough Gardens Primary School we believe that the best assessment is ongoing, relevant and authentic. It should include all stakeholders. Assessment is the key component that supports teachers to effectively differentiate the curriculum, personalise learning and deliver the curriculum to a student's zone of proximal development. It is the most important process we use to inform planning and practice, support the development of the IB Learner Profile, guide instruction and improve student learning. Student self-assessment and peer-assessment are integral to the process of authentic assessment. By including students in the assessment process, they are able to use their own initiative and will, and take responsibility and ownership of their learning.



Figure LA01: Agency, IB PYP: The Learner, 2018, p. 1

Instructional practice in the Primary Years Programme at Keysborough Gardens Primary School is guided by the following IB Key principles of assessment;

- Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching and learning.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.



- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and clearly communicated
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking.

Characteristics of Effective Assessment

The main purpose of assessment is to inform teaching and learning. Some of the key characteristics of highly effective assessment are (Adapted from Clarke 2012):

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

Assessment at KGPS gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Assessment for, of and as learning (Harlen, Johnson 2014) are integrated throughout the curriculum to support effective learning and teaching.

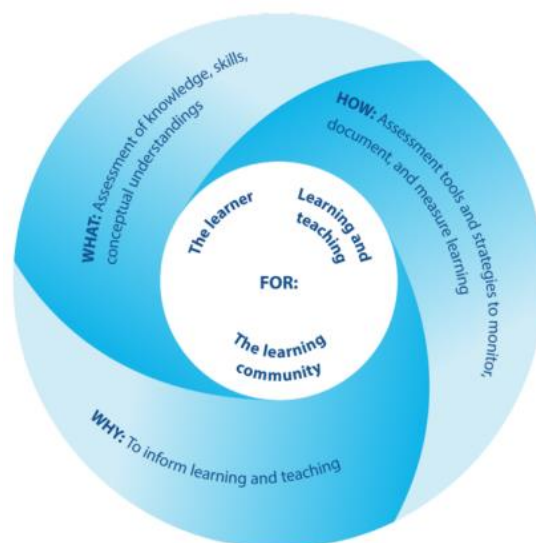


Figure AS01: Integrating assessment, *IB PYP: Learning and Teaching, 2018, p.67*



WHAT IS ASSESSED?

Assessment is central to the Primary Years Program [PYP] goal of thoughtfully and effectively guiding students through the essential elements of the PYP. This includes:

The acquisition, of **knowledge and skills**

The Victorian Curriculum F-10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

Learning areas:

- The Arts (Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication Design)
- English
- Health and Physical Education
- The Humanities (Civics and Citizenship, Economics and Business, Geography, History)
- Languages
- Mathematics
- Science
- Technologies (Design and Technologies, Digital Technologies)

Conceptual understanding

Teachers monitor, document and measure conceptual understandings over time, focusing on how concepts are recalled, explained, applied and transferred through a range of learning experiences. Students are given the opportunity to develop conceptual understandings by exploring each of the PYP Key Concepts and other related concepts across age groups and themes in the programme of inquiry. In each of the Transdisciplinary Themes, students are able to demonstrate their conceptual understanding by inquiring into concepts through a range of perspectives under the central idea. As their conceptual understandings deepen, students effectively transfer and apply their understandings to construct meaning when they re-encounter similar concepts or encounter new concepts.

Development of **Approaches to Learning**

The Approaches to Learning skills (and sub-skills) are monitored and documented for growth over time. Students throughout the school co-construct, monitor and work towards personal learning goals derived from the Approaches to Learning.



Categories	Sub-skills
Thinking skills	<ul style="list-style-type: none">• Critical-thinking skills (analysing and evaluating issues and ideas)• Creative-thinking skills (generating novel ideas and considering new perspectives)• Transfer skills (using skills and knowledge in multiple contexts)• Reflection/metacognitive skills ((re)considering the process of learning)
Research skills	<ul style="list-style-type: none">• Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)• Media-literacy skills (interacting with media to use and create ideas and information)• Ethical use of media/information (understanding and applying social and ethical technology)
Communication skills	<ul style="list-style-type: none">• Exchanging-information skills (listening, interpreting, speaking)• Literacy skills (reading, writing and using language to gather and communicate information)• ICT skills (using technology to gather, investigate and communicate information)
Social skills	<ul style="list-style-type: none">• Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)• Developing social-emotional intelligence
Self-management skills	<ul style="list-style-type: none">• Organization skills (managing time and tasks effectively)• States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)

Figure ATL02: The five interrelated skills and sample sub-skills, IB PYP: Learning and Teaching, 2018, p. 29

In addition, the Victorian Curriculum Capabilities have been cross-mapped with the IB approaches to learning, the IB stance on international mindedness and the IB learner profile 'Principled'.

- Critical and creative thinking
- Ethical
- Intercultural
- Personal and Social

HOW AND WHEN DO WE ASSESS?

We look to holistically integrate assessment for, of and as learning (Harlen, Johnson 2014) to support effective learning and teaching.



How teachers assess

Assessment provides evidence to inform learning and teaching. Teachers and students continually gather evidence of learning to show progress of learning.

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching.

Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

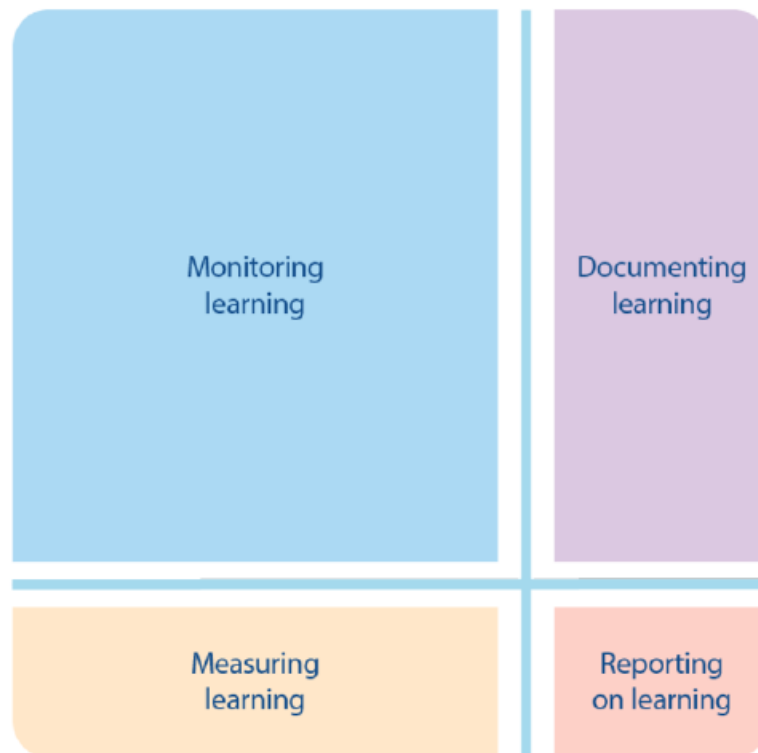


Figure AS03: Assessment to inform learning and teaching, IB PYP: Learning and Teaching, 2018, p. 74



Monitoring Learning

Monitoring of learning checks the progress of learning against students' personal learning goals and success criteria through the use of open-ended tasks, written or oral assessment and a learning portfolio.

A variety of strategies are utilised including:

- observation
- questioning
- reflection
- discussing learning with peers and teachers
- well-considered feedback to feed forward for next steps in learning.

Documenting Learning

The documenting of learning is the compilation of the evidence of learning. Learning is made visible and apparent through the sharing of documentation with others in order to reveal insights into learning and provide opportunities for students to reconnect with learning goals and success criteria.

Documentation tools could include:

- exemplars
- checklists
- rubrics
- anecdotal records
- learning journals
- portfolios

Measuring Learning

The measuring of learning aims to capture what a student has learned at a particular "point in time".

By taking an active role in their own assessment, students analyse how they think and learn. As they reflect on their progress and set goals for future learning, they may consider the following questions:

- What do I need to know?
- What knowledge and skills do I need to develop in order to answer my questions?
- What steps do I need to take to ensure that my learning exemplifies quality?
- What further possibilities do I see?
- How do I incorporate feedback to achieve my learning goals?

Standardised assessment, as outlined in the Keysborough Gardens Primary School Assessment Schedule, identifies standardised tests in Literacy and Numeracy that are implemented in an academic year. Year Three and Year Five students participate in the NAPLAN assessments in May of each year. Each measurement tool that is used provides further data to support a larger picture of student achievement and progress in learning.

Below are some examples of measurement tools used to generate and collect data and evidence at Keysborough Gardens:

- Graphic Organisers/Visible Thinking Routines – tools and routines to visually represent thoughts, ideas, knowledge and concepts. They help to organise thoughts and to promote understanding.



- Review and reflection tools – These enable students to review and reflect on their knowledge, progress, and what they have learnt and achieved during the learning process.
- Feedback tools – These enable students to provide feedback on their work and performance.
- Rubrics – These are printed sets of criteria for assessing knowledge, performance or produce or for giving feedback and can be co-created with students.
- Checklists
- Anecdotal records
- Continuums
- Interviews
- Videos & Photos
- Cold Write - Whole School Moderation
- Waddington Spelling Test
- Running Records - Probe and decodable readers
- PAT Tests - Reading and Maths
- Oral and Written Phonogram Reviews

When evaluating student progress, wherever authentic, teachers look to assess within the units of inquiry. Teachers use multiple data points to organise, aggregate and disaggregate data to derive information to support evidence-based decision making and compile the most comprehensive picture of student progress and achievement over time. Individual, cohort and schoolwide data is analysed to identify patterns and trends in student learning. The outcome of this analysis informs and guides decisions about teaching and learning.

Reporting Learning

Reporting on learning describes the progress and achievement of students' learning, identifies areas for growth and contributes to the efficacy of the programme.

Reporting at KGPS will be conducted in line with IB requirements and Departmental policy. Student reports are designed to provide students, teachers and parents with a clear and concise picture of a student's levels of attainment against the Victorian curriculum achievement standards, progress along the learning continuum and achievement of individual learning goals and targets at a point in time. They are used to strengthen partnerships by engaging teachers, students and their families in regular and meaningful communication about students' learning needs.

The following outlines how we will communicate information about assessment:

Individual Learning Improvement Plans (ILIPs)

Individual Learning Improvement Plans are developed for some students, and these include individual learning goals and targets. These are monitored and reviewed. The process involves conversations about learning between the student and teacher, and then teacher and parent as the ILIPs are shared and reviewed.

Information Sharing with Parents

Year levels provide information to parents in weekly and fortnightly emails outlining what is happening in the classroom, curriculum and learning in the context of the PYP and administrative matters. Parents are encouraged to make appointments to discuss their child's progress at a mutually agreeable time with the teacher. There are opportunities for parents to attend sessions at school such as the Foundation Transition Evening where they are provided information and have the opportunity to ask questions.



NAPLAN

In Grade 3 and 5, students will participate in the National Assessment Program for Literacy and Numeracy. Parents will receive a formal report as to their child's level of achievement.

Student-led Conference (Three-way)

The student is responsible for leading the conference using different learning situations and work samples. Students reflect upon work samples, products, assessment tasks and performances they have chosen with guidance from their teacher. The student identifies strengths and areas for improvement and discuss their next learning goals. Parents and teachers (where needed) collaborate with the student in order to determine how they can best support their learning.

Student Portfolios

Student portfolios/Learning Journals provide a picture of each student's growth and development over a period of time, both as individual and as group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

Teacher-Parent Conferences

These opportunities occur informally throughout the year. They are designed to be constructed and used as needed. Parents are encouraged to make appointment times if significant issues need to be discussed. However, for other issues, teachers are available at various times throughout the week. These times also provide the opportunity for parents to give information about the cultural context of the student's learning.

Written Reports

Determination of grading levels for formal reporting purposes will reflect a combination of student performances on assessment tasks and their most consistent level of achievement, usually their most recent level of achievement at the time of reporting. Teachers work collaboratively to determine achievement levels and to establish exemplars. Teachers will write personal, academic and social comments about each student making reference to the Learner Profile and their progress in acquiring approaches to learning skills. The written report may also include comments by the students about their learning and learning goals.

IMPLEMENTATION AND EVALUATION

The Leadership team ensures that all IB and DET requirements are met for assessment and reporting across the school.

The school has an Assessment leader who is responsible for the Assessment and Reporting program and supporting Year Level Leaders and Specialist teachers.

At the beginning of the new school year staff will be provided with a digital assessment profile which includes progress in the following subject areas: Reading, Writing, Speaking & Listening, Number, Measurement & Geometry and Science (Years 5-6).

Schools are responsible for accurately assessing and reporting student achievement against state-wide standards and progression points detailed within the Victorian Curriculum. The Victorian Curriculum F-10 represents the curriculum as a continuum of learning represented as levels of learning and the structure that includes both learning areas and four capabilities. Schools are expected to report on the four capabilities and the eight learning areas (excepting F-2 who report



Keysborough Gardens Primary School

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against five learning areas). Student achievement will be reported to the students themselves, to parents, other teachers and schools, to School Council, and to DET. These reports will also include progress against the knowledge, skills and understandings outlined in IB requirements. They may include an indication of strengths and areas requiring additional assistance, suggestions for support and extension strategies, and other areas including: attitude, participation, extra-curricular activities, social skills), and student self-assessment. Where necessary, translations into other languages will be provided.

Staff will participate in moderation across a range of assessment strategies to ensure consistent judgements of student progress against Victorian Curriculum standards across the school can be applied.

The school will implement a whole-school assessment schedule for teachers which will include a variety of assessment strategies providing multiple sources of information about student achievement.

Teachers are required to enter their data results as required (see Assessment Schedule) into the school's nominated online record-keeping system (eg: SPA or Compass).

When reporting to parents we will involve the students in sharing their successes via Student Led Conferences in late Semester One.

Information will be provided for parents on assessment, Victorian Curriculum and NAPLAN as required.

The school will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum. Program Support Groups will help develop individual student profiles containing learning goals for each student. These groups will meet once a term to discuss and review these goals.

Students for whom English is an additional language will have their progress in English reported against the EAL (English as an Additional Language) Companion to the Victorian Curriculum.

Our school will progressively develop learning improvement plans for identified students in consultation with parents and, where appropriate, with others with specific expertise.



REVIEW CYCLE:

This policy was last ratified by School Council in: October 2022

It will be reviewed by staff on an annual basis to ensure it continues to reflect school practice.