



BELAIR PRIMARY SCHOOL

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Government of South Australia
Department for Education

ASSESSMENT AND REPORTING POLICY

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RATIONALE AND CONTEXT

This policy outlines the agreed framework for staff, students and parents/carers to ensure a clear and consistent understanding of assessment and reporting practices.

It is based on collaborative staff agreements, Department for Education requirements and reflects the philosophy and objectives of the Primary Years Programme (PYP). Students and teachers are actively engaged in assessing student progress and reporting achievements to parents/carers.

PHILOSOPHY

All teaching and learning at Belair Primary School (BPS) is to develop students who are “developing as internationally minded people, who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.” IB Mission Statement. (Making the PYP Happen: A curriculum framework for international primary education.)

Assessing and reporting on students' overall progress in their development as caring, knowledgeable and inquiring learners is integral to all teaching and learning at BPS. It is closely aligned to our school's vision statement and values of respect, responsibility, creativity and achievement.

PURPOSE OF ASSESSMENT

The objective of assessment is to provide constructive feedback on student learning. Teachers use a variety of techniques to gather and analyse information and data. Assessment guides collaborative planning, directs teaching strategies and allows us to assess student performance relative to national, state and local standards. We aim to:

- provide timely and constructive feedback to students, parents/carers
- assess and acknowledge what students have learned
- enable constructive discussions to take place between students, teachers and their parents/carers
- provide statistics and data related to benchmarks for staff evaluation to guide planning and teaching
- provide information about student learning that can be passed on to other teachers/schools
- offer student differentiated opportunities to reflect on their goals, strengths and achievement
- communicate the PYP teaching and learning programmes to parents/carers

Students are supported to:

- set realistic and achievable goals
- demonstrate and communicate their learning and understanding
- reflect and celebrate their learning

Parents are encouraged to:

- share and support their child's learning through attending student-led and three-way conferences and optional parent/carer and teacher interviews, assemblies and school events
- provide written feedback to their child when sharing their PYP portfolios
- celebrate their child's efforts, goals, strengths, attitudes and learning



Teachers are expected to:

- provide constructive and timely oral and written feedback to students
- collaboratively develop assessment tasks that inform teaching and learning
- clearly define student learning expectations and ways of assessing student learning
- regularly collect quantitative and qualitative data that can be used to inform students, parents, staff, transferring schools and the wider community.
- celebrate and acknowledge student achievement, e.g. awarding Learner Profile certificates

ASSESSMENT PRACTICES

Teachers assess the process of inquiry and the understanding of content, using the Australian Curriculum. They design a variety of assessments to provide information on student progress in the development of the 5 essential elements of the PYP, specifically:

- knowledge
- skills
- attitudes
- conceptual understanding
- actions

Teachers are required to report on each student's development according to the attributes of the Learner Profile. The attributes (*inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective*) are not scored or graded.

National Assessment Practices

Students undertake the following assessments in order to determine their achievement in particular areas in comparison to national benchmarks.

- National Assessment Program (NAPLAN)
Students in years 3, 5 and 7 are required to undertake these tests. Staff analyse the collated results from these tests and the information is used to plan and guide teaching and learning. The site improvement plan reflects set targets as a result of assessment data analysis by staff members. Targets are set from data analysis and are documented in the site improvement plan
- Language and Literacy levels for students with English as an Additional Language or Dialect (EALD)
- Phonics check for all students in Year 1
- Progressive Achievement Tests (PAT) in reading and Mathematics for all students in Year 3-7
- Students are offered opportunities to enter external competitions in a variety of curriculum areas including science and mathematics
- Diagnostic Running Records: twice a year in Early Years, once a year in other year levels

(See Appendix for further details)

CLASSROOM ASSESSMENT

Assessment in all classrooms includes:

- Pre-assessment – to determine prior knowledge, understandings and skills
- Formative – to inform teaching and learning throughout a unit of inquiry
- Summative – to determine student understanding of PYP central ideas, progress and achievements against national achievement standards.

Teachers regularly and collaboratively reflect on the outcome of pre-assessments, formative and summative assessments. In teaching teams they moderate samples of student work and document reflections on the PYP unit planners to make improvements to future teaching and learning.

PYP Exhibition

All students in their final years at Belair Primary School undertake the PYP exhibition as a summative assessment of their learning throughout the PYP. The students inquire into a real-world issue which can be investigated in depth. Students present their learning to classes during the day and to the community and invited guests after school hours.

Students inquire and reflect on the 5 essential elements of the PYP throughout the exhibition process in their journals and Exhibition Booklets. After the Exhibition students share their journals and discuss the entire process with families at home.

Student Portfolios

Portfolios are a valued form of collecting and storing evidence of a student's participation in the learning process. They are a celebration of respect, responsibility, creativity and achievement. Students and teachers decide what goes into the portfolio. Portfolios are ultimately the property of students and are stored in classrooms or electronically and shared with families. Each teaching team decides on the format portfolios will take.

Students reflect on their progress with their parents/carers. They identify strengths and set personal goals in areas that require improvement. Portfolios demonstrate progressive development and include photographs and work samples as evidence of process and the learning that takes place. Evidence of student action may also be included.

Student Portfolios must include:

- Parent Information Letter and Sheet with tips on how to talk to their child about the LP
- Parent Feedback Form
- Overview of each unit of inquiry – including central idea, lines of inquiry, questions, learner profile attitude and attribute focus and key concepts.
- Student samples of work including: pre-assessment, formative assessments, summative assessment, self-assessments and reflections, assessment rubrics, tools and teacher comments on student work samples.

Student Portfolios may also include:

- Learner profile certificates and or awards
- Peer assessments
- Examples of work, including videos, audio, photographs and graphic representations
- Written record of student conversations, comments, explanations, and annotated pieces of work.

DATA SYSTEMS

Current student information is accessible through the Department for Education's data dashboard which can be accessed by teachers at any time. In addition to this each student has an individual folder in the Front Office. These folders ensure access and continuity of assessment records for teachers, administrators, school support officers and leadership. These systems hold the following information:

- Diagnostic assessments
- Copies of written student reports
- Family contact details
- Previous school or kindergarten work samples/ reports

REPORTING TO PARENTS/CARERS

Parents and carers are regularly informed about their child's progress. It is essential that teachers communicate what students know, understand and can do. They describe student progress, identify areas for growth and use this information to inform teaching and learning. Reporting to parents is consistent across year levels and aligned with the BPS assessment and reporting policy and the PYP Standards and Practices.

Written and oral comments clearly describe a student's development through the attributes of the Learner Profile. Teachers assess subject-specific knowledge and provide written and oral comments about

development of Transdisciplinary skills, attitudes, (see *Appendix*) and conceptual understandings related to the six Transdisciplinary Themes. Teachers describe actions taken by students as a result of their inquiries and participation in extra-curricular activities. The five essential elements of the PYP are regularly assessed and reported to parents/carers as outlined in this policy.

In addition to student portfolios, the following reporting processes are in place.

Term 1

- Parent Information Session where teachers present to families an outline of the school's values, expectations, class structures, routines, policies, IB mission statement and an overview of the Primary Years Programme of Inquiry
- Three-Way Conferences involve the teacher/s, student and parents/carers. Teachers gather background information to answer questions and concerns and help parents to understand their role in their child's learning. Parents can provide the teacher with the cultural context of their child. A record of the conference, including parent questions is kept by the teacher/s

Term 2

- Mid-year written report

Term 3

- Student-led Conferences involve the student and parents/carers. Students are responsible for demonstrating their understanding and skills through a variety of learning situations. Student conferences take place simultaneously, in and around the school. Students select and show samples of their work and talk about strengths and areas for improvement (personal and academic). Parents discuss their child's work with them and show support by listening and asking questions during this process

Term 4

- End of year written report

Parents/carers or teachers are able to request an interview to discuss a child's progress at any stage of the year.

APPENDIX

The following information is provided to assist staff, student and parent understanding of the Belair Primary School's assessment and reporting process.

THE IB LEARNER PROFILE

The IB Learner profile is based on the development of 10 personal qualities (attributes) that learners strive to develop during the Primary Years Programme. The aim is to develop internationally minded learners who, recognising our common humanity and shared guardianship of the planet help to create a better, more peaceful world.

Please note:

Teacher comments in the general section of the written student reports need to reflect the development of the individual student through the attributes of the Learner Profile. Teachers need to refer to students' achievement and actions during their inquiry into the 6 Transdisciplinary themes. Teachers need to use the names of the Transdisciplinary themes (e.g. *Where we are in place and time*) when reporting to parents rather than working unit titles, (e.g. *Indigenous Histories*) which are reserved for internal organisation of the Programme of Inquiry (POI).

Learner Profile Attributes:

Inquirers	Knowledgeable	Thinkers	Communicators	Principled
Open-minded	Caring	Risk-takers	Balanced	Reflective

Examples to help teachers when reporting on student development include:

Inquirers

- Actively seeks answers/knowledge /experience
- Shows natural curiosity to learn
- Able to independently conduct inquiry and research
- Utilizes a range of strategies to conduct research
- Thrives on any inquiry based activity
- Uses a variety of resources to collect information
- Poses inquiry questions that lead to quality learning opportunities

Thinkers

- Displays high order thinking and problem solving skills
- Able to use initiative and to apply thinking skills to solve (increasingly complex) problems
- Looks for alternatives and evaluates alternatives
- Able to articulate own thought processes and metacognition
- Demonstrates creativeness and initiative in his/her decision making
- Able to make fair and logical decisions
- Understands and can explain his/ her thinking

Communicators

- Is able to work collaboratively with peers
- Has excellent communication and group working skills
- Is reluctant to share ideas and information with peers
- Clearly and confidently articulates understanding of process and content
- Expresses ideas and knowledge clearly
- Is beginning to experience success with different modes communication e.g. audio / visual
- Confidently uses appropriate scaffolding (flow chart / storyboard) to map thoughts and ideas
- Uses a range of ICT resources to present set task
- Listens with understanding and thoughtfulness

Risk-takers:

- Shows courage to take risks
- Confidently makes decisions
- Can explore a range of learning options
- Is willing to give things a go
- Can learn from mistakes
- Realises mistakes are part of the learning process
- Learns from errors
- Is discerning when taking risks
- Understands the difference between bravado and bravery
- Is a lateral thinker...
- Willing to present varied options
- Is reluctant to explore new ideas
- Needs to develop more self confidence
- Needs to work more independently
- Depends too much on others
- Shows little creativity in decision making

Principled

- Considers others when making their own behavioural decisions
- Takes responsibility for their actions and the consequences
- Has shown leadership skills by _____
- Is an asset to the school/class because of his/her thorough and responsible approach to _____
- Staff have commented on _____'s ability to work with younger students on projects such as _____

Open-minded

- Understands his/her own cultural background and those of other people
- Accepts the views of others
- Can work well with a range of students on small group tasks
- Is aware of students who need to have a turn or be put into a group
- Made valuable contributions to class work/discussions/projects about _____
- Has been a friend to new students in our class by _____

Knowledgeable

- Can demonstrate/communicate their understanding in a variety of learning situations
- Can transfer ideas from a local to a global context
- Can transfer and apply learning across different subject areas
- Able to see a variety of viewpoints regarding issues
- Demonstrates skills in discussion which reflect a deeper understanding

Caring

- Shows empathy for others
- Compassionate
- Concerned for others' welfare
- Thoughtful
- Selfless
- Puts others' needs before their own
- Respectful
- Courteous
- Mindful of others' needs
- Responds positively to others
- Fosters friendships
- Shows consideration for others
- Unsympathetic
- Shows little regard for others
- Has difficulty working with others

Balanced

- Utilizes time wisely to complete tasks
- Is well organised for learning
- Consistently works hard and prioritises work appropriately
- Is able to balance school commitments with out of school commitments
- Understands the need to rest and have a healthy diet
- Manages his/her emotions in an appropriate way
- Understands ways to behave that enhances brain learning

Reflective

- Is aware of own actions and the effect it can have on others
- A risk-taker who is able to learn from their own mistakes
- Thinks about ways for self-improvement and sets realistic goals
- Makes positive choices to assist in becoming a better person
- Has a good understanding of themselves as a learner and self-evaluates in an honest way
- Can assess learning experiences against criteria successfully.

ATTITUDES THAT CHILDREN ARE ENCOURAGED TO DEVELOP DURING THE PYP INCLUDE:

*Appreciation * Commitment *Confidence *Cooperation *Creativity*
 Curiosity Empathy *Enthusiasm * Independence* Integrity* Respect* Tolerance*

See pp 24 – 25 in ‘Making the PYP Happen’.

The four key values of Belair Primary School were chosen collaboratively by the school community to ensure they are closely aligned with the LP attributes and attitudes. These include:

Respect, Responsibility, Creativity and Achievement

- Prefers to work collaboratively
- Is able to work effectively and responsibly in a team
- Shows respect as a leader in collaborative settings
- Has difficulty working collaboratively and prefers working independently
- Is comfortable and respectful when engaging with others
- Is willing to receive help and respectfully accepts ideas from others
- Likes to share their ideas and feelings with others
- Likes to work together with other people to achieve goals
- Responds to group situations responsibly and appropriately
- Is a creative thinker in collaborative situations
- Uses creative problem-solving strategies
- Is able to think creatively whilst problem solving
- Could present work more creatively
- Enjoys expressing themselves artistically
- Likes to put things together in new and different ways
- Uses originality when producing ideas
- Contributes original ideas to group tasks

Student Data Collection

A variety of methods are used to monitor student learning. Data gained from checklists, anecdotal comments, observations, assessments, work samples and standardised tests is used to make informed decisions about student learning needs. Information is entered on the Education Department School Administration System (EDSAS).

WHAT	WHO	WHEN			
		TERM 1	TERM 2	TERM 3	TERM 4
DEPARTMENT FOR EDUCATION					
NAPLAN	Yrs 3/5/7		✓ wk 3		
EALD Language & literacy levels assigned by moderating 2 work samples	Students with English as an Additional Language or Dialect		✓ wk 9		
AEDC Australian Early Development Census	Receptions every 3 rd year (from 2015)		✓ wk 9		
NCCD – Nationally Consistent Collection of Data	Students with disabilities		✓ wk 10		
Phonics Screen	Year 1			✓ wks 4 - 6	
PAT-R testing	Yrs 3-7			✓ wks 7-10	
PAT-M testing	Yrs 3-7			✓ wks 7-10	
PM Benchmark Reading level Running Records	Yrs 1/2			✓ wk 10	
Development and review of NEPs IEPs & ILPs	Identified students	✓	✓	✓	✓
SITE					
PM Benchmark Reading level Running Records	All students until reach level 30				✓ wk 8
Literacy Pro Lexile level assigned	Students beyond level 30				✓ wk 8
Early Years Literacy Screen	Reception				✓ wk 8

