PYP ASSESSMENT AND REPORTING POLICY

RATIONALE AND CONTEXT

Everyone needs to have a clear and consistent understanding of assessment and reporting at Belair Primary School. This policy outlines our agreed framework for staff, students, parents, carers and leadership.

The Principal and Curriculum Coordinator developed this policy with input from staff and parents on the Governing Council and Education Committee. It is based on collaborative staff agreements and reflects the philosophy and objectives of the Primary Years Programme (PYP). It outlines how students and staff need to be actively engaged in assessing student progress and reporting their achievements to parents/carers.

This policy is published on the school's website to ensure all students, parents, teachers and administrators have a clear understanding of the purpose for assessment, what is assessed, the criteria for success and the ways in which it is carried out. It is collaboratively reviewed every three years. Parents can also ask for a copy from the Front Office.

PHILOSOPHY

The aim of all teaching and learning at Belair Primary School 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 Belair Primary School. It is closely aligned to our school's vision statement and values of respect, responsibility, creativity and achievement.

PURPOSE OF ASSESSMENT FOR OUR SCHOOL COMMUNITY

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 our collaborative planning, directs teaching strategies and allows us to assess student performance relative to national, state and local standards. We identify what students know, understand, can do and feel at different stages of the learning process. We aim to:

- provide timely and constructive feedback to students, parents/carers
- assess and acknowledge what students have learned

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- 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 nature and effectiveness of PYP teaching and learning programmes to parents/carers.

Belair Primary School depends on the commitment and involvement by students, parents/carers, teaching and administrative staff to achieve its aims for effective assessment and reporting.

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
What do we assess?
Teaching teams plan collaboratively, reflect and refine the teaching and learning that takes place at Belair Primary School. Teachers assess the process of inquiry and the product/s of it. They design a variety of learning experiences for students to provide information on their progress in the development of the 5 essential elements (*commonly referred to as the BIG 5*) 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.

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Australian Curriculum Implementation Dates for Planning, Teaching, Assessing and Reporting:

For students in Reception to Year 5 the South Australian Curriculum, Standards and Accountability framework will continue to be the mandated curriculum, until each area of the Australian Curriculum replaces it for planning, teaching, assessment and reporting to parents/carers. The following dates outline the transition from the SACSA framework outcomes to the Australian Curriculum achievement standards:

Maths and Science
        December 2012
History and English
        December 2013
Arts, Geography, Languages (to be confirmed [TBC])
        December 2014
Health, Physical Education, Design and Technology, Civics and Citizenship, ICT (TBC)
        December 2015
Business and Economics (Year 5))

National Assessment Practices
Standardised tests allow teachers to understand what students know in the key learning areas of literacy and numeracy. Students at Belair Primary School undertake the following tests in order to assess their achievement in comparison to national benchmarks.

- National Assessment Program (NAPLAN)
  All students in years 3 and 5 are required to undertake these tests in Term 2 each year. Staff analyse the collated results from these tests and the information is used to help plan and guide teaching and learning. The site improvement plan reflects set targets as a result of assessment data analysis by staff members
- Australian Data Entry Index (AEDI)for Reception students after 1 year of schooling
- Students are offered opportunities to enter external competitions in Science and Maths.

Mandatory Site Based Standardised assessments include:
- Jolly Phonics: ongoing assessments and end of calendar year assessment
- Westwood Spelling tests: conducted toward the end of Term 4 each year
- Diagnostic Running records: twice a year in Early Years, once a year in other year levels
- Reading Lexile Levels: twice a year in Years 3 – 5.

(See Appendix for further details)

CLASSROOM ASSESSMENT
How is assessment data gathered, analysed and used?
Teachers are required to gather quantitative and qualitative data that can be used to inform parents, students, teachers and the wider community. They need to use a variety of assessment strategies and tools along with outlined standardised tests to assess a broad understanding of a student's learning over time. The following assessment strategies are options teachers may use:

Assessment Strategies:
- Regular observations and discussions with students
- Performance assessments with established criteria
- Checklists, inventories and learning logs
- Diagnostic tests or quizzes
- Pre-assessment, formative and summative assessment tasks

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- Students are presented with a stimulus and asked to communicate a response, e.g. a diagram, solution or written answer. This work, along with the attached assessment criteria can be included in their PYP portfolios.

Teachers may choose to put any of these assessment strategies into practice in their classroom using the following assessment tools:
- Rubrics with pre-determined scales that can be developed by students as well as teachers
- Samples of student work (exemplars)
- Checklists
- Anecdotal records
- Continuums
- Visual representations of developmental stages of learning (continuums)
- PYP Portfolios

Assessment in all classrooms should include:
- 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 should regularly and collaboratively reflect on the outcome of pre-assessments, formative and summative assessments. In their teaching teams they need to moderate samples of student work and document their reflections on the PYP unit planners to make improvements to future teaching and learning.

Pre-assessment
At the beginning of each Transdisciplinary unit of inquiry teachers collaboratively develop a pre-assessment task that is designed to inform them about each student's prior knowledge and skills. Students must be aware of the criteria to assess the task and be encouraged to self and peer reflect on the learning. Evidence of student understanding and skills must be collected and used as an opportunity to reinforce or extend their learning. The POI pre-assessment tasks must be documented on unit planners and teachers should reflect on their effectiveness with students, their teaching team colleagues and the curriculum coordinator.

Formative assessment
Formative assessment may be used to assess all aspects of a student's development *(cognitive, physical, social and emotional)* and is used to inform and guide teaching and learning practice. They allow teachers to plan the next stage in learning. Effective formative assessments allow students to:
- foster an enthusiasm for learning and communicating their understanding with others
- reflect on what they know and think about how to improve their knowledge, skills and understanding
- demonstrate a range of conceptual skills and understandings
- use a variety of learning styles, multiple intelligences and abilities to express their understanding
- demonstrate an appreciation of cultural, gender, linguistic and racial similarities and differences
- know and understand the criteria for producing a quality performance or product
- base their learning on relevant experiences that lead to action and further investigation
- express different points of view and interpretations
- analyse and reflect on their goals and decide what needs to be improved

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Summative Assessment

Summative Assessment aims to give teachers and students a clear picture of students' understanding at the end of a unit of inquiry. It allows teachers to determine what students have learned throughout the teaching and learning process. It should measure each student's understanding of the central idea and prompt them towards taking action as a result of their new learning. Summative assessments tasks are developed collaboratively but teachers may adapt and differentiate them to meet the needs of students in their classroom. Students need to be clearly informed about the expectations of how to succeed for a summative task. Tasks need to be documented on the PYP unit planners with teachers' reflection comments.

Summative assessment can take the form of:

- Student presentations; using digital and non-digital technologies
- Performance tasks
- Written work, e.g. reports, persuasive texts, brochures etc
- Models, labelled diagrams and experiments.

The PYP Exhibition

At Belair Primary School all students in Year 5 undertake the PYP exhibition. It is a summative assessment of their learning throughout the PYP. The students inquire into a real-world issue which can be investigated in depth. They present their learning to classes during the day and then 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 they share their journals and discuss the entire process with their families at home. Each student at Belair Primary School is awarded a LP certificate for the attribute they believe they have developed most during the Exhibition process. These awards are acknowledged in class and at a school assembly.

Reception to Year 4 students now look forward to this much valued learning experience and students who have completed the PYP Exhibition reflect and build on this experience as they move to the Middle Years Program in Year 6.

Student Portfolios

Portfolios are a valued form of collecting and storing evidence of a student's involvement in the learning process at Belair Primary School. They are a celebration of respect, responsibility, creativity and achievement. Students and teachers can decide what goes into the portfolio. They are ultimately the property of students and are stored in classrooms and taken home at the end of each unit of inquiry for one to two weeks. Students may take their portfolio with them if they move schools or classes.

Student Portfolios may be used for:
- Three-way Conferences
- Student-led Conferences
- Evidence for Written Reports
- Parent Interviews (as requested)

Students need to be supported to reflect on their progress with their parents/carers when they share their portfolio at home. They need to identify their strengths and set some personal goals in areas that require improvement. The portfolios should show progressive development and include photos and work samples that show both the learning process and the finished product/s. Evidence of student action may also be included. Students can share electronic samples of work with their parents/ carers on their own USB.

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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 assessment
  - Summative assessment
  - Self-assessments and reflections
  - Assessment rubrics, tools and teacher comments on student work samples.

Student Portfolios may also include:
- LP 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.

Format
- Each teaching team *(R/1, 1/2, 3/4 and 4/5)* will decide on the format portfolios will take. Consistency across the school (Years R-7) needs to be maintained by using the same title: "Student Portfolio".

ASSESSMENT DATA SYSTEMS

Results from standardised diagnostic tests are collated on an annual data assessment sheet by School Support Officers. Results from this data are distributed to teachers at the beginning of each year and used by teachers to evaluate teaching and learning programmes, form learning groups and set teaching goals. Running record data is entered once a year into EDSAS by School Support Officers.

Student Assessment Records
Each student has an individual folder in the Front Office. These folders are kept to ensure access and continuity of assessment records for teachers, administrators, school support officers and leadership. Folders contain copies of:
- Significant tests
- Copies of written student reports
- Confidential reports, e.g., hearing, sight, psychometric, speech, etc
- Family contact details
- Previous school or kindergarten work samples/ reports etc.

Reception to Year 2 students have a blue folder that is kept with their current classroom teacher. This folder is passed on to their next teacher. It contains:
- Handwriting sample
- A writing sample with a student reflection and teacher comment
- A numeracy assessment task
- A student information form that contains details of:
  - units of Inquiry they have undertaken
  - central Ideas they have inquired into
  - student actions and extra-curricular activities
  - certificates
  - parent feedback or letters.

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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 Belair Primary School 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 individual students' 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 their 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.

Belair Primary School's reporting system aims to:
- inform parents, students and teachers about student progress and the nature of the PYP Transdisciplinary programme
- enable staff and students to reflect on the development of the Learner Profile and school values
- be comprehensive, honest, fair and credible
- inform teachers about the effectiveness of teaching and learning practices.
- encourage students to take responsibility for their learning by being provided with a range of opportunities for peer, self-assessment and reflection.

When do we report to parents and carers?

Student portfolios are one part of Belair Primary School's assessment and reporting procedures along with Written Reports, Parent Teacher Interviews, Student-led and Three-way Conferences. They are shared with parents/carers at the end of each unit of inquiry.

Term 1
- Parent Information Session- 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 Conference – These involve the teacher/s, student and parent/s/carers. Teacher gather background information to answer questions and concerns and help them to understand their role in their child's learning that year. Parents can provide the teacher with the cultural context of their child. A record of the Conference, including parent's questions is kept by the teacher/s.

Term 2
- Mid-year written report

Term 3
- Student-led Conference – These 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 their 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

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

In conclusion we believe it is essential that all parents/carers, students and staff understand and support the principles and practices of assessment and reporting at Belair Primary School.

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

Learner Profile Attributes:

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

Learner Profile Attitudes:

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

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 POI.

International Baccalaureate learners strive to be:

- **Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

- **Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

- **Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

- **Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

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So that they can be:

- **Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

- **Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

- **Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

- **Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

- **Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

- **Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

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

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- 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 software (Hyperstudio / PowerPoint) to present set task
- Listens with understanding and thoughtfulness

Risk-takers: (This may be changed to Courageous in 2014)
- 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

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- 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

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