

Belair Primary School

Assessment and Reporting Policy

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NOTES:		

ASSESSMENT AND REPORTING POLICY

Rationale

The Assessment and Reporting policy 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.

Aim

To define assessment and reporting practices in the context of Belair Primary, aligned with Department for Education and IB PYP requirements, ensuring a clear and consistent understanding to all stakeholders.

Students are supported to:

- set realistic and achievable goals
- demonstrate and communicate their learning and understanding
- reflect and celebrate their learning
- participate in peer and self assessment practices

Parents are encouraged to:

- share and support their child's learning by engaging with the school's reporting practices
- provide feedback to their child when sharing their learning
- 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
- provide relative learning intentions and success criteria for students
- provide students with opportunities for peer and self assessment
- regularly collect quantitative and qualitative data that can be used to inform students, parents, staff and the wider school community.
- celebrate and acknowledge student achievement

Assessment

The objective of assessment is to provide feedback on student learning and to inform teaching. It can also provide information to better support students social and emotional development. Teachers use a variety of techniques to gather and analyse information and data. Assessment guides collaborative planning, directs teaching strategies and allows teachers to assess student performance relative to the Australian curriculum standards and IB PYP requirements including knowledge, conceptual understanding, skills, dispositions and action.

Assessment in all classrooms includes:

- Pre-assessment – to determine prior knowledge, understandings and skills
- Formative – to inform teaching and learning
- 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.

See appendix for schedule of site based and Department for Education assessments and descriptions.

Reporting

The following reporting processes provide information about each students' individual development and areas for growth. In addition to these processes parents/carers or teachers are able to request an interview to discuss a child's progress at any stage of the year.

Term 1	Three-way conferences	Involving the teacher/s, student and parent/caregiver and is held to discuss student progress and plans for further learning. Teachers support students in preparing for these conferences as they select samples of their learning to share and discuss; and by providing them with opportunities to reflect on their strengths, interests and growth points.
Term 2	Mid-year report	Descriptive reporting to provides written information about students' engagement and achievement, about what they have learnt, what they need to learn next. The report uses an A to E achievement scale or word equivalents for each learning area and classroom and specialist teachers use holistic on-balance judgements based on a range of learning evidence from units of inquiry and stand alone subjects. Teachers also indicate student achievement in relation to the Approaches to Learning (ATL) skills (research, social, self-management, thinking and communication) and comment on student's achievement in relation to the Learner Profile Attributes within the general comment.
Term 3	Student-led conferences (SLC)	Prepared by students in collaboration with the teacher. Students select and show samples of their work and share strengths and areas for improvement (personal and academic). Parents discuss their child's work with them and show support by listening and asking questions.
	Year 6 Exhibition	In year 6, as a celebration of the learning through the PYP, students present their learning in an Exhibition to which families and the wider community are invited. The Exhibition provides opportunities for students to demonstrate how they have developed and applied their knowledge, conceptual understandings, skills and learner profile attributes through their inquiries. Students also demonstrate action related to their learning.
Term 4	End of year report	As per the mid year report but provides a statement of learning across the whole year.
Ongoing	Portfolios	Evidence of learning is selected by the students to share via Seesaw. Three – six samples per term are uploaded. Details of what this can include are defined in the 'Assessment and Reporting Overview'. Parents are encouraged to share this learning at home with their child and provide written feedback via the comments section of Seesaw.

Teachers 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.

(See Appendix for further details)

APPENDIX - Schedule of Department for Education and site based assessments

WHAT	WHO	WHEN			
		TERM 1	TERM 2	TERM 3	TERM 4
DEPARTMENT FOR EDUCATION					
NAPLAN	Years 3/5		wk 2		
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		wk 9		
NCCD – Nationally Consistent Collection of Data	Students with disabilities		wk 10		
Phonics Screen	Year 1			wks 4 - 6	
PAT-R testing	Years 3-6			wks 7-10	
PAT-M testing	Years 3-6			wks 7-10	
PM Benchmark Reading level Running Records	Years 1/2			wk 10	
Well being and engagement collection survey	Years 4-6	wks 8-10			
Development and review of One Plans	Identified students				
SITE					
PM Benchmark Reading level Running Records	All students until reach level 26				wk 8
Literacy Pro Lexile level assigned	Students beyond level 26				wk 8
Jolly Phonics checklist (<i>see appendix</i>)	Reception – Year 2				
PAT-R and PAT-M testing	Year 1 and 2			wk 9/10	
Brightpath writing samples	Reception – Year 6				
Bullying audit	Reception – Year 6				
Words their Way spelling inventory	Year 3-6				

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). Information about site and Department for Education assessments are detailed below.

AEDC (Australian Early Development Census) - The AEDC is a nationwide data collection of early childhood development at the time children commence their first year of full-time school. The AEDC highlights what is working well and what needs to be improved or developed to support children and their families by providing evidence to support health, education and community policy and planning.

Brightpath writing sample – Brightpath is an assessment tool to identify students achievement and next steps in writing.

Bullying Audit – School developed survey to assist in identifying bullying issues in the school.

Jolly Phonics – A multisensory approach to teaching students the 42 sounds and corresponding letters

Language and Literacy levels - The Language and Literacy Levels describe a student's development of Standard Australian English. It is completed with students who have English as an Additional Language or Dialect (EALD)

Literacy Pro – The Literacy Pro test measures a reader's lexile level and the Lexile Framework finds the right books for students by measuring readers and texts on the same scale.

NAPLAN – (National Assessment Program – Literacy and Numeracy) – NAPLAN is an annual national assessment for all students in Years 3, 5, 7, and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. <https://www.nap.edu.au/naplan/faqs/naplan--general>

NCCD (National Consistent Collection of Data) - The NCCD is an annual collection of information from all Australian schools on the numbers of students with disability and the adjustments they receive.

One Plan - The One Plan is an online personalised learning plan that contains information to support a child's inclusion and achievement at school.

PAT (Progressive Achievement Test) – Progressive Achievement Tests are a series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in key areas. PAT R assesses reading and PAT M assesses mathematics.

Running Record levels – A Running Record is an assessment tool which provides an insight into a student's reading as it is happening. It is used to identify a students' accuracy, fluency and comprehension and the reading strategies used.

Well being and engagement collection (WEC) survey - The WEC provides the government and schools with information to support improving and maintaining students' health, happiness, wellbeing and relationships and provides insight into what needs to happen to make sure students experience success and are provided with resources and opportunities to reach their full potential.

Words their way spelling inventory – A spelling test to show student ability to apply spelling patterns. It is used to determine student grouping within the Words their way spelling program.

THE IB LEARNER PROFILE

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
- 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
- Is a lateral thinker...
- Willing to present varied options
- Is reluctant to explore new ideas
- 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.

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

Jolly Phonics Pupil/Student Checklist

Name: _____

Date: _____

s a t i p n
c k e h r m d
g o u l f b

knows these sounds	blends regular words with these sounds	writes regular words with these sounds

ai j oa ie ee or
z w ng v oo oo
y x ch sh th th
qu ou oi ue er ar

a-e e-e i-e o-e u-e
y /ee/ ay oy ea y /ie/
igh ow /oa,ou/ ir ur
ew au aw al ph
c /s/ g /j/ air,are,ear /air/

Alphabet - lower case letters

knows sound	knows name	forms correctly

Alphabet - capital letters

knows sound	knows name	forms correctly

Alphabet order

sings / recites	knows

Able to read tricky words

1-12	13-24	25-36	37-48	49-60	61-72

Able to spell tricky words

1-12	13-24	25-36	37-48	49-60	61-72

Reads age appropriate books
Writes independently a short story or similar

with difficulty	steadily	fluently

Jolly
Phonics