



GLENROY WEST PRIMARY SCHOOL ASSESSMENT POLICY

INSPIRE GROW ACHIEVE

RATIONALE

Assessment is integral to all learning and teaching at Glenroy West Primary School. Assessment identifies what students know, understand, can do, and value at different stages in the learning process. It is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to determine the next stage of learning and drive student learning and growth.

The implementation of the Assessment Policy aims to clarify for everyone concerned, including students, teachers, educational support staff and parents the assessment process including a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made.

THEORY OF ACTION

If Assessment at Glenroy West Primary School is clearly documented, based on shared understandings, expectations, practices and vision, *then* students, parents and staff will be clear on:

- the reason for the assessment
- what is being assessed
- the criteria for success
- the method of assessment

and students will be provided with the optimum conditions for growth to achieve their maximum potential.

PURPOSE

At GWPS through the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements we are able to differentiate and plan collaboratively for the varying needs of students.

At GWPS effective assessment practices enable staff to make balanced judgements and accurately communicate student learning and growth.

At GWPS through effective assessment practices we provide feedback on the learning process, including provision of opportunities for students to respond to and act on feedback and take responsibility for their own learning.

At GWPS assessment can be:

- FOR learning using inferences about student progress to inform next steps in learning and teaching (FORMATIVE ASSESSMENT and/or SUMMATIVE ASSESSMENT)
- AS learning students reflecting on and monitoring their progress to inform their future learning goals (FORMATIVE ASSESSMENT)
- OF learning using evidence of student learning to make judgements on student achievement against goals and standards. (SUMMATIVE ASSESSMENT)

At GWPS the purpose of assessment is to guide students through the five essential elements of learning (inclusive of all curriculum areas):

- acquisition of knowledge
- understanding of concepts
- mastering of skills
- development of attitudes
- decision to take action

IMPLEMENTATION

Assessment at GWPS encompasses the three closely related areas of:

- **Assessing**—how we discover what the students know and have learned
- **Recording**—how we choose to collect, store and analyse data
- **Reporting** (Communicating Student Learning and Growth)—how we choose to communicate levels of performance and progress

Across all these three closely related areas we have a strong focus on:

Feedback: At GWPS effective feedback for learning is ongoing, timely and respectful of the learner. Feedback is specific to the learning goals and aimed at providing information for the learner to improve learning outcomes.

Reflection: At GWPS reflection is recognised as an essential component of the learning process. Embedded within learning and teaching, metacognitive processes are modelled, taught and independently practiced using a repertoire of tools from Foundation to Year Six. At GWPS reflection is inclusive of the ‘what’ and ‘how’ of learning.

Goal Setting: At GWPS setting goals is critical to the process of learning, teaching and assessment. Through explicit teaching, modelling and independent practice, students build their capacity to set, monitor and evaluate SMART (specific, measurable, achievable, realistic and timely) goals from Foundation.

Learning and Assessment Guidelines Documented GWPS assessment practices are also included as part of the **GWPS Learning Lotus**

Assessment Tools & Strategies	Knowledge Skills Understandings	Peer & Self Assessment
Conferencing & Feedback	ASSESSMENT	Transitional Data
Effective Methods of Recording	Formative and Summative Assessment	Data Driven Decisions

ASSESSING

At GWPS we assess students' prior knowledge and experience, monitor progress and achievement and use the data and evidence gathered to plan next steps for learning and teaching. Learning experiences provide data on students' knowledge, skills and understandings and can be used for both formative and summative assessment.

It is an expectation that students, teachers and parents are aware of the purpose of and need for specific assessments.

Formative Assessment: At GWPS, formative assessment informs planning and establishes next steps for learning, both individually and collectively. Formative assessment encompasses both qualitative and quantitative measures.

Summative Assessment: At GWPS summative assessment is to provide students, teachers, and parents with visible evidence and demonstration of skills, knowledge and understanding in relation to the specific unit of inquiry and/or learning task. Effective summative assessment informs and improves the learning and teaching process, measures understanding and prompts students towards action.

Assessment Strategies: At GWPS and as identified in *Making the PYP happen*, the following assessment strategies are expectations of teacher practice when gathering information about students' learning.

- **Observations:** Teachers observe and keep anecdotal records of student learning, individually and or collectively for specific academic, social and physical tasks or general participation.
- **Performance Assessments:** Assessment by teachers and/or peers of specific responses to tasks with established and agreed upon success criteria. Responses may take a variety of forms and use many skills.
- **Process Focused Assessments:** Observation and recording of student responses and actions regularly throughout the process of task completion.
- **Selected Responses:** Single occasion assessments such as tests and quizzes.

- ***Rich Assessment Tasks (Open-ended tasks):*** Students respond to a stimulus, responses may include written answer, drawing, diagram, a solution or a combination.
- ***Conferences:*** Teacher-student conferences occur frequently as part of learning and assessment and provide ongoing opportunities for reflection, goal setting and feedback between teachers and students.
- ***Peer and Self-Assessment:*** Students are supported to play an active role in the assessment process, reflecting on and monitoring their progress to inform their future learning goals. They are provided with continual opportunities and scaffolding to use appropriate assessment tools for peer and self-assessments.
- ***Year Level Assessments:*** Ongoing, data and evidence gathered and analysed at Professional Learning Team year level to inform learning and teaching.
- ***Whole School Assessments:***As per GWPS Assessment Schedule, for the purpose of gathering and analysing data and evidence to inform learning and teaching and communicating learning and growth to students, parents and teachers.
- ***External (Standardised) Assessments:*** State and National assessments for the purposes of benchmarking and whole school planning and data gathering and analysis. These include NAPLAN, On Demand Testing, Fountas and Pinnell benchmarking, Mathematics Online Interview and English Online Interview.
- ***Vertical and Horizontal Moderation:*** At GWPS, provision is ;made for horizontal and vertical moderation of student work at Professional Learning Teams to inform learning and teaching and reporting decisions in regards to student growth.

RECORDING

At GWPS assessment data is recorded for different purposes.

Individual teacher records: Year-long documentation of evidence and data to show student learning and growth. Methods of recording are determined at an individual teacher level. All staff working with students are responsible for documenting and communicating student learning and growth (inclusive of programs external to classroom programs)

Professional Learning Team (PLT) records: Team level data that is collected and analysed to drive planning and learning and teaching decisions. Methods of recording are determined at a PLT level.

School Level Data: We use the Student Performance Analyser (SPA) online system to record and analyse student data at a whole school level. All teaching and support staff have access to this data.

Assessment Tools: At GWPS and as identified in *Making the PYP happen*, the following assessment tools are expectations of teacher practice when recording information about students' learning.

Rubrics: Established set of criteria developed by teachers and/or students for assessing student learning processes and/or products

Exemplars: Student work samples that provide a model of the expected standard of achievement

Checklists: Lists that provide data, statements, information, expectations for teachers and/or students to mark against.

Anecdotal Records: A record of observations of students both general and targeted that are systematically organised and can be referred to for analysis, decision making and reporting.

Continuums: Representations that show developmental stages of learning and can show progress or achievement towards an identified goal.

Thinking Routines: Visible thinking routines can be used as a tool for assessing student's knowledge, skills and understandings.

REPORTING (at GWPS we use the terminology 'Communicating *Student Learning and Growth*')

At GWPS the process of communicating student learning and growth is conducted through a range of reporting strategies. Reporting describes the achievements and progress of the students' learning, identifies areas for growth, and contributes to the building of home-school partnerships.

Written reports

Student Reports: These are provided in June and December for all students. Written reports at GWPS currently consist of:

- a graphical summary showing the student's current Victorian Curriculum level and their growth over the last 12 months for each of the Victorian Curriculum domains appropriate to the year level. (do we include further detail in the appendix)
- written comments completed by the classroom teacher documenting current levels of achievement, student learning goals and strategies to support future learning
- written comments from specialist teachers documenting student learning for the semester
- student self-reflection (in June)

Individual Learning Plans: ILPs document the differentiation of planning and delivery of the classroom curriculum for students identified at risk, either 12 months above or below expected level, academically, socially and/or emotionally, and other students as required. ILPs document current level of achievement, data used to make judgements, learning goals and strategies to support future learning both at home and school.

CELEBRATION OF LEARNING

Every student at Glenroy West Primary School contributes to a celebration of their learning each term. The Exhibition is used as summative assessment. The exhibition for parents requires that each student demonstrates engagement with the five essential elements of the PYP programme – knowledge, concepts, skills, attitudes and action. It is also an opportunity for the students to exhibit the attributes of the Learner Profile that they have

been developing through the PYP programme. The exhibition takes place under any of the six transdisciplinary themes, at the discretion of the school.

Student demonstrations of learning

Student Learning Portfolios: At GWPS, ***Student Learning Portfolios*** provide authentic evidence of students' learning that demonstrates growth and progress over time. Each Student Learning Portfolio is owned by the student and is generated through close collaboration with the teacher. Students use their Learning Portfolios for reflection, goal setting and to share progress with their parents during midyear and end of year Student Learning Conferences.

Year Six Exhibition: At GWPS in Year Six, ***'students participate in a culminating project, the PYP exhibition. This requires that each student demonstrates engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes and action. It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the PYP into the middle years of schooling.'*** ***Making the PYP happen: A curriculum framework for international primary education*** 2007 pg. 53

Conferences

Meet the teacher: These are held at the start of the school year and provide an opportunity for parents, teachers, and where appropriate, students to meet and discuss the academic, social and emotional learning needs of the student.

Student Learning Conferences: These are held at midyear and are structured conversation between the student, their parents/carers and the classroom teacher, using selected evidence (work sample/s) to reflect upon and demonstrate the learning and growth that has taken place throughout the semester. The student, parents and the teacher may collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all determining how they can support the achievement of the goals.

Exhibition of Learning: This takes place towards the end of the school year (usually in December) and takes the form of a student-led conference, involving the student and the parent. 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 may be several conferences taking place simultaneously. The conference involves the students discussing and reflecting upon samples of work that they have previously chosen to share with their parents.

Informal conferences: These can occur at any time at the request of the parent/carer or the classroom teacher and are held to discuss specific needs or concerns or plan for next steps in learning.

Student – teacher conferences: These occur in the classroom on a daily/weekly basis and are designed to give students feedback so they can reflect on their work and further refine and develop their skills. These individual conferences occur frequently in order to support and encourage the student's learning and teacher planning.

Student Support Group (SSG) Meetings: These are held each term (or as needed) and provide ongoing and focused educational planning to support the social, emotional, physical and academic learning needs of students with PSD funding and other students identified 'at risk'. SSG meetings provide the opportunity stakeholders to

meet on a regular basis to discuss directions, monitor progress, review and establish appropriate shared actions for the student's learning and development.

ASSESSMENT TOOLS

Record Keeping:

- All teachers are responsible for keeping evidence of information gathered from assessment procedures.
- Semester Reports are stored cumulatively in student files

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.

HOW DO WE REPORT?

Reporting

Reporting will be conducted in line with Departmental policy and IB requirements

The following outlines how we will communicate information about assessment

Student - teacher Conferences

Daily, on-going feedback from teacher to student and student to teacher, enables reflection and further refinement of skills and understandings supporting student learning and teacher planning.

Information Evening

Each area in the school also conducts an Information Evening with parents at the start of each year to outline expectations, learning intentions, administrative matters and provide a forum for parents to ask questions.

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 and performances they have chosen with guidance from their teacher. The student identifies strengths and areas for improvement. Parents and teachers (where needed) collaborate with the student in order to determine how they can best support their learning

The Written Report

Determination of grading levels for formal reporting purposes will reflect student performances on summative assessment tasks. Student grades will reflect 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 /Social comments about each student making reference to the Learner Profile and/or PYP Attitudes. The written report will also include comments by the students about their learning and learning goals.

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.

REFLECTION ON ASSESSMENT

- After any assessment has been carried out, we should reflect on the following-
- Have the tasks provided ample information to allow a judgement to be made about whether the purposes or objectives have been met?
- What does the students' performance reveal about their level of understanding?
- Are the results to be expected or have any unexpected results occurred?
- Do any changes need to be made to the assessment procedure?
- How should the teaching and learning process be modified as a result of this assessment?
- How will we use this assessment to inform future teaching and learning?

ROLES and RESPONSIBILITIES

Adapted from *Making the PYP happen: A curriculum framework for international primary education* 2007 pg 46

The role and responsibility of the School is to:

- build a community of practice with shared approaches and a common language
- ensure assessment is reflective of our guiding statements
- align teaching, learning and assessment
- continue to build and promote consistency and quality over time
- ensure assessment practices are positive and meaningful
- promote an environment of trust and respect by demonstrating, as a school, a model for continual improvement where everyone is held accountable
- provide opportunities for and support professional learning needs of staff to ensure effective assessment practices

The role and responsibility of the Staff is to:

- modify and extend every stage of the teaching and learning process
- plan in response to student inquiries and interests
- develop criteria for producing a quality product or performance
- to provide timely, specific and purposeful feedback to students in a variety of formats
- promote self and peer assessment, goal setting and reflection
- 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 range of learning styles, intelligences, abilities and different cultural contexts
- assess student work analytically (separate scores for different aspects of the work), holistically (single scores) and for overall evaluation
- assess their own practice and identify goals for improvement in an ongoing manner

The role and responsibility of the Student/s is to:

- communicate their learning and understanding with others
- demonstrate a range of knowledge, conceptual understanding and skills
- use a range of learning styles, intelligences and abilities to express their understanding
- know and understand in advance the success criteria for producing a quality product or performance
- be reflective and engage in both self-assessment and peer assessment
- learn in the context of real-life experiences that could lead to further inquiries
- engage with global contexts and understand differing points of view
- analyse their learning, understand what needs to be improved and master the skills required to do so

The role and responsibility of the Parents is to:

- view evidence of their child’s learning and development
- develop an understanding of their child’s progress
- provide opportunities to support and celebrate their child’s learning
- develop an understanding of the Victorian Curriculum expectations and PYP curriculum framework
- show support for, the teaching and learning taking place in the school

EVALUATION

This policy will be reviewed as part of the school’s three-year review process.

This policy was ratified by School Council 13 June 2017

The policy will be next reviewed June 2020
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This policy should be read in conjunction with the Glenroy West Primary Assessment Schedule and GWPS Essential Agreements on Learning

References

International Baccalaureate “Making the PYP Happen”

International Baccalaureate the ‘Primary Years Programme – A Basis for Practice’

Victorian Department of Education and Training Assessment and Reporting Advice

