

## Blackwood Primary School Mission Statement

*An IB school valuing, supporting and inspiring a community of lifelong learners*

At Blackwood Primary School, we believe **Powerful Learners** have the curiosity, creativity and confidence to:

- solve problems with persistence and resilience
- be self-motivated
- be reflective, evaluative and adaptable
- take action

Powerful Learners have the belief that they are capable of learning and can be successful with effective effort.

Powerful Learners work collaboratively and independently and communicate effectively in a community of learners.

Teachers at BPS recognise the importance of student agency and support Powerful Learners by providing them with choice, voice and ownership for their learning.

## Assessment Philosophy and Agreements

The purpose of this document is to clarify teachers' understanding of the assessment process within our school. It is a constantly evolving document that reflects our school's assessment needs. Our assessment philosophy applies to the whole school and is to be communicated to and understood by all continuing and new teachers, students, parents, and administrators. It is directly linked to our school values: care, harmony and excellence.

**The prime purpose of assessment is to measure students' progress and to plan students' future learning.**

## What is the purpose of assessment?

The purpose of assessment is to inform teaching and learning. It involves gathering and analysing information about student learning to plan for future learning. It identifies what students know, understand and can do at different stages in the learning process. Information gained from effective

assessments help to provide valuable information about how to support students with their learning and is meaningful to all members of the learning community.

## What are the characteristics of effective assessment?

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012; source IBO PYP Principles to Practice, 2019):

- **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.

## What is the students' involvement in Assessment?

When students have agency, they take initiative of their learning and develop their ability to be effective with and within assessments as teachers provide them with a range of experiences to reflect on their learning and feedback how to make improvements. Students at BPS are involved in their assessments in multiple ways, such as:

- co-designing with teacher their learning goals, success criteria and assessment tasks
- self-assessing and discussing their progress towards achieving learning goals
- selecting evidence that demonstrates learning goals
- developing the metacognitive skills to reflect on their learning and to plan next steps



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- drawing on feedback and multiple strategies to adjust their learning and identify where and when to make improvements
- reflecting on their development of the IB Learner Profile attributes
- setting individual Smart Learning Goals

## What do we assess?

Being a PYP school within the Australian context we assess in line with the principles of the PYP and Australian Curriculum requirements. Using inquiry as our primary vehicle for learning we monitor and document the process of inquiry through careful observation of the students' ability to make connections across subjects and to apply skills to construct new knowledge. Together teachers and students closely monitor how students demonstrate and develop Approaches to Learning skills as well as how students apply their conceptual understanding to successfully further their inquiries.

Our focus on teaching conceptually means we monitor, document and measure conceptual understandings by considering how students explain, apply and transfer concepts through a range of learning experiences and over time.

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## What are the different types of assessment?

At BPS we have a strong focus on assessment that connects student learning in a meaningful way and supports students cognitive, social, emotional and behavioural development. To do this we consider assessment in the following 3 ways assessment for learning, of learning and as learning.

	Assessment for Learning	Assessment of Learning	Assessment as Learning
Purpose	To inform teaching and promote learning. <i>(also known as formative assessment)</i>	To verify and to report on learning progress. <i>(also known as summative assessment)</i>	To support students in learning how to become a self-regulated lifelong learner. <i>(part of the formative assessment process)</i>
Timing	It is conducted throughout the learning process	It is usually conducted at the end of a unit, year level or developmental stage	It is conducted throughout the learning process
Benefits	<ul style="list-style-type: none"> <li>• Is learner-centred, forward thinking and involves the entire learning community.</li> <li>• Is a collaborative effort that starts with assessment of prior knowledge.</li> <li>• Using pre-assessment data, teachers design opportunities for students to test and revise their models, and support them in making connections between their previous and current perceptions.</li> <li>• Assessment produces evidence of student learning through continuously monitoring, documenting and measuring.</li> <li>• Learning, and then analysing assessment data, provides insights into students' understanding, knowledge, skills and dispositions.</li> <li>• Is a means for teachers to personalise learning and for students to self-adjust.</li> </ul>	<ul style="list-style-type: none"> <li>• Integral part of learning.</li> <li>• Give a snapshot of a how a student is doing at the end of a defined period of time as well as indicating students' understanding and ability to apply this understanding and skills.</li> <li>• At appropriate points of the inquiry, it provides students and teachers with the opportunity to gauge their acquisition of knowledge, development of conceptual understandings and skills during the inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes learning by helping students to take responsibility.</li> <li>• Supports enthusiasm and motivation for learning.</li> <li>• Students are encouraged to actively design, manage and measure their own learning.</li> <li>• They develop the skills to use assessments to self-assess, to reflect on and to make adjustments in future learning.</li> </ul>

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	<ul style="list-style-type: none"> <li>Helps students know and recognise the standards they are aiming for.</li> <li>Involves students in peer and self-assessment.</li> <li>Provides quality formative feedback which leads to students recognising their next steps in learning.</li> <li>Promotes confidence that every student can improve.</li> </ul>		
Features	<ul style="list-style-type: none"> <li>Student involvement</li> <li>Quantitative and qualitative data</li> <li>Written and oral artefacts</li> <li>Observations and feedback</li> <li>Questionnaires</li> <li>Teacher/student</li> <li>Dialogues/conferences</li> <li>Context-based</li> <li>Informal</li> <li>Indication of process</li> <li>Indication of knowledge/skill application</li> </ul>	<ul style="list-style-type: none"> <li>Limited student involvement</li> <li>Quantitative data</li> <li>Tests, standardized tests</li> <li>Indication of skills and knowledge acquisition or mastery</li> <li>Based on teacher judgment</li> <li>Norm- or criteria-referenced</li> </ul>	<p>Students are active agents in their own learning by developing and using metacognitive strategies to:</p> <ul style="list-style-type: none"> <li>plan learning goals</li> <li>monitor goals</li> <li>reflect in order to modify learning and to adjust learning</li> </ul>
Assessment at Blackwood Primary School	<ul style="list-style-type: none"> <li>Teachers plan clear learning expectations for lessons.</li> <li>Learning intentions are shared with students at beginnings of lessons or unit of Inquiry.</li> <li>All teachers assess students on a regular basis so that they can plan the next stages in learning.</li> <li>Interwoven within each unit of work</li> </ul>	<ul style="list-style-type: none"> <li>Summative Assessment takes place at the end of each unit of inquiry or stand-alone unit and is an opportunity for students to demonstrate what has been learned highlighting the knowledge, concepts and skills acquired. These will be included in the student portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>Students set SMART (specific, measurable, attainable, relevant and timed) goals across the curriculum</li> <li>Student and teacher reflection through planning and reflection journals.</li> <li>Reflection through PYP planners.</li> </ul>



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	<ul style="list-style-type: none"><li>• Students are involved in self and peer evaluation against learning outcomes.</li><li>• Teachers give oral and written feedback focused around learning outcomes.</li><li>• Teachers use appropriate questioning to assess students' understanding.</li><li>• Teachers raise students' self-esteem by recognising and celebrating achievement.</li></ul>	<ul style="list-style-type: none"><li>• Summative Assessment may be measured through performance based assessments, selected responses, student initiated action.</li><li>• Diagnostic assessments - Give information that will help to understand any difficulties or strengths a student may be having and how you can help them to reach their potential.</li><li>• Individual Education Plan (IEPs) and One Plans are developed using a variety of assessment tools.</li><li>• Specialist Assessments such as Psychology, Behaviour, Optometry, Audiology etc</li></ul>	
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\*(Clark 2012; Earl 2012)-IB PYP from Principles to Practice



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## How do we report our Assessments?

### Reporting to Parents

Well-informed parents are in a better position to work with, and support the school in providing a high standard of education. Part of the school's role is to effectively communicate with parents so they are fully informed and can take an active and constructive part in their child's learning.

Throughout the year student progress is reported to parents through the sharing of learning in the following formats.

### Three-way Conferences

Three-way conferences involving the teacher, student and parent are held to discuss the student's progress and plan for further learning, share any concerns, set targets and agree ways in which the student can be supported at home and at school. Three-way conferences take place at the end of Term 1.

### Student Led Conferences

In Term 3 students report to their parents via a Student Led Conference. This conference is led by the student with the purpose to:

- Report to parents their growth from the beginning of the year
- Have students reflect on the development and take ownership for their learning
- To set goals with their parents to ensure the students continued success
- Students in their final year of primary school will be involved in a PYP exhibition and this will be considered as their Student Led Conference for that year.

At both three-way and student led conferences a record of student, teacher and parent reflections must be documented and stored in the student's individual portfolio. This document must include student learning goals.



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## Teacher/Student Conferences: On-going

Teachers regularly meet with the students to support their learning throughout the year. The purpose of this is to:

- Help students with self-reflection through discussions and goal setting
- Support discussion and student feedback which is critical for differentiation and individual growth
- Allow for informal conferences which can guide instruction and learning

Parents may make an appointment to meet with the teacher, or have a phone conversation, at any time throughout the year to discuss their child's progress or to share concerns.

## Learner Profile

While at Blackwood Primary School, all members of the learning community are expected to model the attributes of the Learner Profile. Students self-reflect and set goals on their development of the attributes throughout the year.

## PYP Exhibition

In the final year of primary school, as a celebration of the learning through the PYP, students present their learning in an Exhibition to which parents and the wider community are invited. The PYP Exhibition involves an authentic process to assess student understanding and skill development during their time in the PYP. The Exhibition provides students with the opportunity to demonstrate their ability to take responsibility for their learning, as it requires them to be actively engaged in planning, presenting and assessing their learning journey (IBO, *The Learner*, 2018).



## Written Report

Students and parents are provided with written Mid-Year and End of Year Summative Reports.

These detail a student’s progress in the areas of study including a level of achievement; attitudes towards learning and aspects of the Learner Profile demonstrated.

Our students are assessed for understanding and effort using the following scale

Report Ratings				
EFFORT	Outstanding – O	Very Good – VG	Satisfactory – S Improvement	Required - IR
<b>Proficient P</b>	Your child is demonstrating <b>excellent</b> achievement of what is expected at this year level			
<b>Competent C</b>	Your child is demonstrating <b>good</b> achievement of what is expected at this year level			
<b>Satisfactory S</b>	Your child is demonstrating <b>satisfactory</b> achievement of what is expected at this year level			
<b>Developing D</b>	Your child is demonstrating <b>partial</b> achievement of what is expected at this year level			
<b>Needs Support NS</b>	Your child is demonstrating <b>minimal</b> achievement of what is expected at this year level			

## Student Portfolios

All students from Reception to Year 7 compile a Student Portfolio, which may be an e-Portfolio (digital) or hard copy or a combination of both, with the support of their teachers. The portfolio is a celebration of learning and is one of the many tools used in the reporting process. It is a purposeful collection of learning, which offers the student, parents and teachers a clear picture of progress. It demonstrates successes, growth, creativity, responsible action and reflection from all aspects of the curriculum. Portfolio reflection tags maybe used to support the reflection process. Student portfolios are used to share learning during our Term 3 Student Led Conferences. Records of goals set at three-way and student led conferences are kept in this folder.

\*\*See 'Student Portfolios-Essential Agreement' for more information

## Planning and Programming at Blackwood Primary School

- Contains clear specific learning intentions for assessment.
- Takes into account the prior knowledge, skills and understanding that the students bring to the learning situation.
- Takes account of a range of learning styles.
- Acknowledges that all learning does not need to be assessed.
- Identifies what will be assessed, how this will be done, and who will do it.
- Recognises that unanticipated learning occurs.
- Includes clear evaluation of the effectiveness of the teaching and learning.
- Allows room for students to take action as a result of their learning.

### Assessment and Planning:

Assessment is an essential part of planning. Meaningful and purposeful planning forms a foundation for quality learning and is an important factor in raising standards of students' achievement.

### Tracking Progress:

Tracking is the process of gathering individual information about students at regular intervals.

It is important to track a student's progress in order to:

- identify strengths and areas for development
- check progress over time (value added)
- provide information for target setting
- monitor and review targets
- monitor the effectiveness of teaching and learning

### Target Setting (individual/group):

"Pupils can only achieve a learning goal if they understand what the goal is and understand what they need to do to achieve it. Self-assessment is essential to learning."

(Black and Wiliam 1998)



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## Recording of Assessment at Blackwood Primary School

### Individual Student's Records – In Office

- Individual Assessment Profile on Dashboard, Power BI and Excel
- NAPLAN reports
- Confidential documents
- Previous reports
- Individual Needs students indicating stage of support
- One Plan progress and Smart goals
- Other relevant assessments

### Class Based Records – Kept by Teachers

All teachers will keep class records of assessments, across the curriculum, carried out throughout the year.

## OVERVIEW OF ASSESSMENT IN LITERACY AND NUMERACY TIMELINE

TERM 1			
WHEN	ASSESSMENT	STUDENTS INVOLVED	WHO
Weeks 1 or 2	Words Their Way Placement test	Y3 to 7	Class Teacher
	PAT Early Years	Receptions	Class Teacher
End of week 7	Brightpath writing: persuasive text (prior knowledge or summative)	Y1 to 7	Class Teacher
End of week 8	Running Records	All classes R-7 except level 30+	Class teachers/SSO working with student
End of Term 1	Brightpath writing: Narrative text (summative piece of writing)	Y1 to 7	Class Teacher

TERM 2			
WHEN	ASSESSMENT	STUDENTS INVOLVED	WHO
Weeks 2 and 3	NAPLAN	Y3, 5 and 7	Class Teacher
Week 5	Maths-numeracy problem solving	Y 2 to 7	Class Teacher
End of week 8	Running Records	All classes R-7 except level 30+	Class teachers/SSO working with student
Week 8 and 9	PAT Early Years	Year 1s	Class Teacher

TERM 3			
WHEN	ASSESSMENT	STUDENTS INVOLVED	WHO
Weeks 1 or 2	Words Their Way Placement test	Y3 to 7	Class Teacher
Week 6	PAT Early Years	Receptions	Class Teacher
End of week 7	Brightpath writing: persuasive text (summative)	Y1 to 7	Class Teacher
Weeks 7 and 8	Pat-R and Pat-M	Y2 to 7	Class Teacher
End of week 8	Running Records	All classes R-7 except level 30+	Class teachers/SSO working with student

TERM 4			
WHEN	ASSESSMENT	STUDENTS INVOLVED	WHO
Week 6	PAT Early Years	Year 1s	Class Teacher
End of week 7	Running Records	All classes R-7 except level 30+	Class teachers/SSO working with student

\*ongoing assessment throughout the year: Oxford Sight Words (spelling)



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## Student Portfolios-Essential Agreement

At Blackwood Primary School our Student Portfolios support a constructivist approach and promote student reflection and ownership of the learning process. They are also a celebration of learning and one of the many tools used in the assessment and reporting process. Student Portfolios are a purposeful collection of student work, which offers the student, parents and teachers a clear picture of progress. It demonstrates successes, growth, higher order thinking, creativity, responsible action and reflection from all aspects of the curriculum. The portfolio represents development over a year and can be used to engage in ongoing discussions about learning, strengths, areas for development and goal/target setting between the student, parent and teacher. Students use these portfolios to reflect on their progress and to set goals for the next steps in learning.

Portfolios will be a visual representation of the process of learning. They may be in different formats, which will depend on the year levels and needs of the student cohort. They can take the format of hard copies and/or electronic.

Portfolios will include:

- learning samples, assessments and/or reflections from a range of subject areas including but not limited to Units of Inquiry, Maths, English, Japanese, Physical Education, Music/Drama.
- learning chosen by the students and teachers.
- learning samples with reflections.
- learning goals set at 3 way conferences and Students Led Conferences.

Colour coded reflection tags can be used to support reflecting on learning. Student and teachers can use additional reflection sentence starters and graphic organisers for portfolios. The colour coded tags can be found on the staff shared drive: <S:\IB PYP\Resources\Portfolios>

Portfolios that are compiled in hard copy format will be kept in the classroom and need to be in an accessible location for all students so they can reflect on their learning or add learning as required.

It is an expectation that Portfolios will be used by the students to share their learning with their parents during our Term 3 Student Led Conferences.

At the end of the school year Student Portfolios in hard formats will go home with the student.



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