



Peak School Assessment, Reporting and Recording Policy

Introduction

At Peak School we believe that assessment, recording and reporting (ARR) are closely related and integral to all aspects of teaching and learning. The prime objective of ARR is to provide quality feedback to all stakeholders and acts as a foundation on which to base our future planning, teaching and learning.

Student learning is promoted through planning and refining the teaching and learning process to meet individual or group needs. Assessing the students' prior knowledge and experience as well as monitoring their achievement during the teaching period will enable teachers to plan and refine their teaching accordingly. A well-designed learning experience will provide data on students' knowledge, skills and conceptual understanding, and is consequently a vehicle for summative or formative assessment.

As a PYP school we use a variety of assessment, recording and reporting processes and strategies that fulfill the requirements of the PYP, align with the expectations of ESF and most importantly inform future planning and learning that best meets the individual needs of all students.

Peak School, Assessment and the PYP

At Peak School we believe assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

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

Peak School's approach to assessment recognises the importance of assessing the process of inquiry as well as the products of inquiry. The main aim of assessment in the PYP at Peak School is to provide feedback on the learning process and the development of the five essential elements to inform further learning.

Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- Assessing – how we discover what the students know and have learned
- Recording – how we choose to collect and analyse data
- Reporting – how we choose to communicate information

Assessing

Formative Assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. **It is ongoing.**

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

Assessment in the classroom includes:

- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics including the ESF Maths and English rubrics
- Moderation of examples of work at each level of achievement ensuring consistency across the year groups and the school
- keeping records of test/task results

Summative assessment expectations

Summative Assessment aims to give teachers and students a clear insight into students' understanding. It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action.

Please refer **Appendix A** for an outline of Peak School's annual assessment timeline

Standardised assessment expectations:

All standardised assessments are used as a part of the whole school assessment policy in an effort to gain as much information as possible about the student as a learner and about the programme. The types of assessment used in the school are many and varied and like the “jigsaw” analogy the information gained goes towards making up the whole picture.

Standardised assessments are specifically used for the following reasons:

- To inform teaching
- To provide information which shows growth over time
- To provide comparison with a peer group
- To inform decisions about programs (inform planning)
- To allow Learning Enhancement Team to determine those students whose basic skills fall outside the normal range expected for students of that particular age whom may need additional support from the LET team.
- To form part of the process of reporting to parents

ESF Mandated

PIPS - Year 1 and 2 (August/September)

INCAS - Year 3 (September) and Year 6 (May)

ISA - Year 4, 5 and 6 (October)

Other (Peak School)

Benchmarking/Probe - ongoing

Year 1 and 2 Baseline data collection - August/September and May/June

Year 4 and 5 INCAS (Term 1)

Moderation/Analysing

Teachers will meet regularly to ensure consistency across the school in terms of leveling the children and interpreting assessment data.

This includes but is not restricted to:

- Termly staff meetings where teachers moderate writing samples
- Termly meetings with year group partner to moderate report marks (1-4) across English, Writing and UOI.
- Opportunities during planning with the PYPC for each year group to discuss and analyse student results and data
- Opportunity to discuss, with the Principal, standardised data including ISA, INCAS, PIPS and Baseline assessment data and next steps.

Recording

At Peak School the teachers use a range of methods and approaches to gather information and document evidence of student learning and understanding. They record this information using a variety of tools:

Assessment strategies and tools					
Assessment tools	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Assessment strategies					
Observations	•		•	•	•
Performance Assessments	•	•		•	•
Process-focused Assessments	•		•	•	•
Selected responses		•	•		•
Open-ended tasks	•	•		•	•

Teachers use a range of methods to document the evidence of student learning and understanding. This at times includes video, audio, photographs and graphic representations. Teachers also have written records of standard conversations, comments, explanations and hypotheses as well as annotated pieces of students' work that form part of a record of the student's learning journey.

Reporting

At Peak School this includes:

- **'You tell us' meeting**
- **Parent Information Evening**
- **3-way Consultation**
- **Student- Led conferences**
- **Portfolios**
- **Reports (2 x per year)**
- **Year 6 Exhibition**
- **Sharing of ISA data – Yr 4 – 6 (January)**
- **Sharing of Year 3 InCAS (January)**
- **Sharing of Year 6 InCAS (June)**
- **Additional consultations – requested by parent or teacher**

You Tell us

Parents are encouraged to attend a meeting with their class teacher and answer a survey about their child at the beginning of the academic year to enable the teachers to gain information about their students.

This consultation involves the teacher and parents only and provides parents the opportunity to share information with staff that is specific to their child and may impact on their learning or social interactions at school.

Please see **appendix B** for a copy of the parent survey and accompanying letter

Parent Information Evening

At the beginning of the academic year the parents are invited to a Parent Information Evening to gain information about the school from the Leadership Team with regards to whole school expectations and the main aims of the year ahead. They will also attend a whole class meeting with their class teacher to gain information on the class expectations, routines and relevant policies and procedures

CONSULTATIONS AND CONFERENCES

Peak school has three formal consultation and conferencing times during the school year. This does not preclude either the parents or teachers initiating additional meetings to discuss matters impacting on student learning or well-being. Phone contact and email are also encouraged as useful vehicles for ongoing dialogue.

3 - Way Consultations (Term 1)

This is a formal discussion held between the student, parent and teacher. The meeting is directed by the teacher with the intention of sharing and celebrating the progress the student has made in his or her learning and to identify the next steps that need to be taken. Literacy and Numeracy targets should be set prior to the meeting with the students and any other targets the teacher feels are relevant to the student at the time of the meeting. Staff also have the option of setting research, thinking, communication social and self management targets (ATLs).

The 3 way conference should be held in an encouraging and supportive environment which will motivate the student in their future learning. As children become more experienced they are encouraged to work towards leading the conference and setting their targets with their teacher.

Time will be made available for the parents to discuss their child's progress with both the class teacher and specialist teachers with or without the child present depending on the nature of the discussion; e.g. 10 minutes with the student present and 5 minutes discussion between the teacher and parents.

Please see **appendix C** for an example of the format the children will use when sharing with their parents.

Parent Consultations (Term 2)

This involves the parent and teacher only and is an opportunity for the teacher and parent to discuss the progress of their child. It enables the teacher to provide information about the child as well as an opportunity for the parents to ask questions.

Please see **appendix D** for a copy of the parent/teacher consultation form

Year 1-5 Student- Led Conferences (Term 3)

The purpose of Student Led Conferences is to share all elements of the student's learning and progress both academic and social. The student is encouraged to lead the process and have ownership over sharing and discussing their learning with their parents and teacher. The main aim is the discussion between the student and his/her parent.

The Students are then responsible to share their work and portfolios as evidence of their learning and own self-reflection of their learning process. The student should be proactive in explaining what they have learned, how and why it is important and what they need to do next.

All teachers should be involved in supporting, guiding and preparing the students to share their portfolios and other relevant work ready for the conference.

The main focus is to demonstrate the learning process not product. This is an opportunity for the students to share their learning with their parents within their natural learning environment across all areas of the curriculum including ATLs.

Please see "Year 6 Exhibition" below to learn about the Year 6 Student Led.

Portfolios

The portfolio is an important part of the Peak School ARR process. Its purpose is to record the children's learning and progress and enable the student, to reflect on his / her learning and achievement in all areas of the curriculum related specifically to the ATLs. It enables the teacher to assess, record and discuss the students' progress with the students which can then be shared with the students' parents.

Please see **Appendix E** for Peak Schools Portfolio Essential Agreement.

Reports

A Literacy and Numeracy comment will be posted on the Gateway at the twice per year on the student's progress and state the student's next steps in their learning.

The Gateway success criteria will indicate the student's effort and overall achievement. These are graded as: Beginning, Consolidating, Meets Expectations or Exceeds Expectations. Two units will be uploaded onto the Gateway at the start of Term 2 and up to 3 (Year 1/2 - 4 in total and Year 3/6 5 in total) will be reported on by the end of Term 3.

Literacy and Numeracy and Chinese will be reported on the Gateway at the start of Term 2 and the end of Term 3. The Term 2 focuses on level of achievement, effort and a next step.

An overview will be written for unit 6 with a description of the unit, the central idea, lines of inquiry and key concepts. This is due to there being insufficient time to complete the unit and report on it before the end of the academic year.

At the end of term 3 class teachers will write a pastoral comment which should include an overview on the students personal and social development with reference to the PYP ATLs. A comment and effort grade will also be posted on the Gateway for Chinese, Physical Education and Music.

All of the above is in accordance with the ESF Reporting Essential Agreement.

Please see **Appendix F** for the ESF Reporting Essential Agreement

Year 6 Exhibition

Students in the final year of the PYP carry out an extended, collaborative inquiry – the PYP Exhibition. At Peak School this takes place towards the end of the child's final year at school.

The Exhibition requires each pupil to demonstrate an engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes and action. One of the purposes of the PYP Exhibition is to provide a forum for student driven inquiry. Other key purposes include the following:

- For students to engage in an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their learning
- To provide students with an opportunity to explore multiple perspectives of their topics
- For students to synthesize and apply their learning of previous years, and to reflect on their journey through the PYP
- To provide an authentic process of assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from PYP to Secondary School

The **Year 6 Student Led Conference** will take place after the Exhibition is completed (the day after the community event).

The purpose of this Student Led Conferences is to share all elements of the student's learning and progress both academic and social throughout the Exhibition process. The student is encouraged to lead the process and have ownership over sharing and discussing their learning with their parents. The main aim is the discussion between the student and his/her parent.

Reviewed 2013

Updated 2014/2015

Reviewed October 2018

Full Review to be completed Term 1 2019 (influenced by Enhanced PYP and Deeper Learning - Michael Fullan)