



## Parkview International Pre-School (KLN)

### Assessment Policy

*'Tell me and I forget. Teach me and I remember. Involve me and I learn.'*

We believe assessment is integral to all teaching and learning and that children play an important role within it. It is essential for supporting and guiding children through the five essential elements; the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. The primary objective is to provide feedback on the learning process, which promotes student learning. Through rigorous planning and assessment, teaching and learning supports individual and group needs, ensuring children are challenged to reach their full potential. Both students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills.

Our assessment policy is reviewed and updated annually.

Formative Assessment	Summative Assessment
<p>Formative assessment is a strategy used within PYP to support and <b>inform the planning process</b>.</p> <p>Formative assessment is used to find out what children already know and what they can do, leading to differentiated teaching and learning. It can typically happen at the beginning of a unit and can be used as a resource throughout to enable reflection and critical thinking as knowledge is constructed.</p>	<p>Summative assessments are used to understand the learning of children throughout a unit. This <b>assessment of learning</b> provides teachers and students with a clear insight into children's understanding of the Central Idea and the Lines of Inquiry.</p> <p>Children have many significant moments of learning throughout different units. Teachers continuously assess children's learning to maximise opportunities for development.</p>

We use a variety of assessment strategies that are integrated within the classroom seamlessly, so that young learners perceive assessment as a supportive tool to become involved in, and teachers understand its importance in planning for the next stages of learning.



**Assessment for learning** helps promote reflective teaching and provides a tool that can help develop a differentiated curriculum. Objectives are explicitly shared with children so that clear expectations for success are provided.

Throughout the learning process children will be actively engaged within assessment as they evaluate their learning and progress towards their goals.

**Assessment of learning** is a vital part of the cycle and provides the teachers with information regarding the achievement of children throughout a unit, term or across the school year. It also informs teachers of those children who may need further support or children who need to be 'stretched' further.

### **Effective Assessments**

Allow students to:

- Share their learning and understanding with others
- Demonstrate a range of knowledge, conceptual understanding and skills
- Use their own learning styles, multiple intelligences and abilities to express their understanding
- Know and understand in advance the criteria for producing a quality product or performance
- Participate in reflection, self- and peer-assessment
- Base their learning on real-life experiences that can lead to further inquiries
- Express different points of view and interpretations
- Analyse their learning and understand what needs to be improved

Allow teachers to:

- Inform every stage of the teaching and learning process
- Plan in response to student and teacher inquiries
- Develop criteria for producing a quality product or performance
- 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 variety of learning styles, multiple intelligences and abilities including different cultural contexts

Allow parents to:

- See evidence of student learning and development
- Develop an understanding of the student's progress
- Provide opportunities to support and celebrate student learning

**Strategies:**

- Clearly sharing the success criteria with the students. Students should be involved whenever possible.
- Observations / anecdotal records (whole class, small group or individual student)
- Performance assessments (i.e. oral and/or visual presentation)
- Checklists and rubrics for specific learning outcomes



- Collecting videos and photographs
- Open ended questions
- KWL charts (What we know, want to know and have learnt)
- Student self-evaluations.

**Tools:** Rubrics, exemplars (samples of students' work), checklists, anecdotal records, continuums.

## **Documentation and Reporting**

### **Parent-Teacher Conferences**

Three Parent-Teacher conferences are held during the school year. The first conference is to discuss and identify goals for the year ahead. The second conference is to follow up on the set goals, share student achievement and suggest further goals. A written record of the discussions and goals set during these conferences is completed and placed in the student files.

### **Student-Led Conferences:**

These conferences are an opportunity for children to share their learning with their parents. The conferences are informal and support children in taking responsibility for their learning and its process. Parents play a fundamental part within the conferences, listening and asking questions about their child's learning journey.

- Pre-Nursery, Nursery, Lower and Upper Kindergarten classes have one student-led conference each year.

### **Reports**

In addition to ongoing classroom observations and assessments, PIPS has two formal reports for Lower Kindergarten and Upper Kindergarten classes, that are distributed in December and June, and one for Nursery and Pre-Nursery, distributed at the end of June.

These reports provide information on children's development based on intended learning outcomes across the year. Areas of strength will be identified as well as next steps to support learning. Reports will also include information regarding the Learner Profile.

### **Documentation**

Documentation is a useful tool particularly with the youngest learners within PYP. Over the course of a unit teachers will build a learning journey within the classroom recording children's questions, comments, taking photographs and videos and recording child's voice. It is a constant point of reference throughout the unit allowing children to reflect on what they already know, and to help them plan what they want



to know more about. This documentation holds valuable information regarding the learning of all children and is a strong assessment tool.

At the end of a unit items recorded can be made into a book or similar and can be kept in the classroom or library for children to reference at any time.

### **Portfolios**

The purpose of the portfolio is to document evidence of learning and progress over time. The portfolio is designed to demonstrate success and is a celebration of an active mind at work. Teachers and children carefully choose pieces collaboratively to ensure a range of learning is collected.

The portfolio will include selections of the following: formative and summative assessments, pre-writing samples, child-selected work, student self-evaluations, arts samples, and language pieces collated from the PYP areas of learning. Pieces of work will be annotated by teachers to ensure the context for learning is clear. Portfolios are kept in classrooms and can be viewed at any time. Portfolios may be taken home at the end of the school year.

In the portfolios 6 pieces of unit related learning will be recorded each term; 3 pieces written in English and 3 written in Chinese. These will be alternated in the second term so that each child has each area of learning represented across the year.

The portfolio will also include annotated pieces of children art; 1 written in English and 1 written in Chinese. Children will also be able to select any other pieces of art, or photograph representations of their art that they would like to include.

For each unit of inquiry across the year children will have a summative assessment piece which has been annotated by the teacher.

Parents are encouraged to participate in their children's portfolio learning journey by completing a 'parent's voice' reflection sheet regarding their child's development. These comments provide support for children and help parent's to become active participants in their child's learning.

During the year teachers will also create 2 Learner Profile pages; 1 in English and 1 in Chinese. These pages will demonstrate how the child is achieving one or more of the Learner Profile values through their active engagement in learning. The class teachers will explain through annotated descriptions how the child is fulfilling the Learner Profile at school.

Our specialist Music teacher will also create a page for each child's portfolio, which will reflect their understanding of musical knowledge from across the year.

The Putonghua specialist teacher will create an additional page for those children in the tri-lingual classes that will reflect their learning in Putonghua.

Children can also choose other work samples that they are particularly proud of and include these into their portfolios too.



### **Assessment review**

As a staff, we will collaboratively review our assessment agreements annually at the end or beginning of each school year. The portfolios will be kept in classrooms and is a record that they can take with them when they leave PIPS or move up to the next level.

Sources:

Making the PYP Happen 2009  
Programme Standards and Practices 2010  
EYFS (UK)