



Wu Kai Sha International Kindergarten

Assessment Policy

“Assessment is integral to all teaching and learning.....Assessment involves the gathering and analysis of information about students’ performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing students’ progress as part of the development of their wider critical-thinking and self-assessment skills.”

Making the PYP Happen

1. PHILOSOPHY

We believe assessment is the gathering and analysis of information in relation to student performance. It identifies what students know, understand and can do at different stages in the learning process. Assessment is integral to all learning and teaching. Both teachers and students are actively engaged in assessing student learning and teaching. Assessment is continuous, built into learning activities and takes a variety of forms. Our assessment strategies provide students with opportunities to demonstrate their knowledge, understandings, skills and attitudes. Parents should be kept well informed about their child’s progress. This policy sets out the assessment, recording and reporting processes within the kindergarten.

Objectives

Our approach to assessment recognises the importance of assessing the process of learning as well as the product(s) of learning and aims to integrate and support both.

The objectives of assessment in our school are:

- To provide information about student learning; their knowledge, understanding of concepts and acquisition of skills to identify the learning needs of each child in order to plan for future learning experiences
- To help students understand what they need to do next to improve their work (self-assessment);
- To provide regular information for parents that enables them to support their child’s learning
- To provide teachers with information that allows them to make judgments about the effectiveness of teaching and learning.

Effective assessments at Wu Kai Sha

We understand that effective assessments in the school allow children to:

- Demonstrate their ability
- Demonstrate understanding, knowledge and skills through a variety of learning styles and activities
- Participate in reflection on their learning,
- Express different points of view and interpretations

Effective assessments allow teachers at Wu Kai Sha to:

- Gain an understanding of the child's current understandings, knowledge and skill that is representative of the child's true ability
- Identify children's current level, any misconceptions and what needs to be learnt next
- Plan for learning in response to needs of the children
- Provide evidence that can be effectively reported and understood by the whole school community
- Collaboratively review and reflect on the success of the teaching and learning process
- Take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts

Effective assessments allow parents to:

- See evidence of children's learning and development
- Develop an understanding of their child's progress
- Provide opportunities to support and celebrate student learning.

2. ASSESSMENT

We understand that student learning is promoted through planning and refining the teaching and learning process to enable each child to learn in the way that best meets their needs and abilities.

At Wu Kai Sha three different, but complementary, types of assessment are planned for and implemented as part of the learning and teaching process:

Assessment for learning strategies

Assessment for Learning is the process of seeking and interpreting evidence to decide where the children are in their learning, where they need to go and how best to get there. It is interwoven with learning; formative assessment and teaching are directly linked and function purposefully together. Teachers at Wu Kai Sha acknowledge that a well-designed learning experience will provide assessment information and is consequently a vehicle for both learning and assessment.

By monitoring children's achievement during learning and taking note of children's understandings and skills, teachers are able to refine the teaching and learning process and gather assessment information that allows them to plan for the next steps in the learning process.

Strategies for gathering assessment information include specific tasks, as well as assessment taken during day-to-day learning and play experiences such as learning conversations, questions, a mental note taken by the teacher during observations, a detailed analysis of a student's work or the process, and assessment of products.

Assessment as Learning

Assessment as learning engages children in thinking about their own learning. Teachers support children to reflect on their learning, to learn processes to evaluate their learning and to make adjustments in their learning strategies. Children are encouraged to set learning goals with the support of teaching staff and parents. In this way, children are actively involved in the assessment process and are active owners of their learning. Examples of assessment as learning are discussions and conversations with children, modelling, questioning and support during learning experiences and play, reflecting on completed work, art and experiences and goal setting.

Assessment of learning

Summative assessment gives teachers a clear insight into what children now know as a result of, or at the end of a learning period. Summative assessment is understood as the culmination of the teaching and learning process. It gives children the opportunity to demonstrate what has been learnt and understood, and teachers the opportunity to reflect on the effectiveness of the teaching and learning process. Summative assessment data is used to report to parents on progress in learning.

Tools and strategies for assessment

We make use of a range of strategies and tools to assess and record children's understanding knowledge and learning. These include:

- Observation
- 'Child voice' samples (scribed or audio recordings)
- Teacher annotations of children's actions
- Art
- Photographs, video,
- Student reflections (scribed, drawn or written or recorded)
- Checklists
- Rubrics
- Standardised tests such as Dial 4, EVT, PPVT
- Anecdotal records
- Student portfolios
- Pedagogical documentation on displays or in other formats

Standardized Assessments

The school makes use of some standardized assessment tools. These tools provide high quality baseline data for all children and highlight any areas of concern. These assessments form part of the complete picture of assessment for children. Assessment tools currently used are:

- DIAL 4 – all K1 children
- EVT & PPVT for K1 children about whom there are language concerns
- EVT and or PPVT for K2 children about whom there are language concerns

Standardized assessment data supports teachers in their knowledge of children and in conversations with parents, particularly in cases where external assessments (eg OT or SLT) therapies may be suggested. They additionally support conversations about Year 1 admissions with feeder primary schools.

Feedback

We have a positive approach to feedback that reflects the aims and ethos of the school. We believe that feedback should be encouraging and motivating to students and is an important way to inform children about their learning. The way in which we give children feedback is dependent upon their age and development. It is agreed at Wu Kai Sha that effective feedback is clear, appropriate in its purpose and delivered in a positive way. The nature of feedback given to children will have a direct bearing on learning attitudes and future achievement. Effective feedback strategies will take account of the developmental stage of children and may include discussions during learning, reflecting on experiences and use of photos, videos and work samples.

3. RECORDING

Class teachers have an assessment folder where records of learning progress for each child is kept. This enables teachers to access data on each child's learning and supports in planning for differentiated groups and in reporting to parents. Folders should contain:

- Records of children's level or progress in subject or key areas (eg maths skills, language) on checklists or rubrics,
- IEPs and other SEN records,
- Reports from external agencies (such as SLT, OT) screenings
- Standardised tests such as DIAL 4, EVT, PPVT that have been completed
- Any relevant examples of children's work

At the end of K1, information about individual children will be passed onto the K2 teacher at a handover meeting. At the handover meeting, the following information will be provided to the K2 teacher:

- A brief précis about each child (their strengths, helpful support strategies, areas for development and any key information)
- A summary of subject area skills or groupings for maths, language, social needs (this could take the form of a summary on an A4 page)
- SEN information (IEPs, any external therapies and supports)
- Highlight any children who have particular support needs (eg, low language, low English Language level, social and emotional support needs)

Pedagogical Documentation

“Pedagogical documentation is a procedure that sustains educational action in the dialogue with the learning processes of the children. Documentation is a point of strength that makes the interweaving of actions of the adults and children timely and visible and improves the quality of the communication and interaction. It is a process of reciprocal learning.”

Dahlberg, Moss, Rinaldi 2006

“Pedagogical documentation provides educators with the opportunity to record, analyse and represent the essence of the learning experience. The process of interpretation takes place collaboratively with the students, and the significant adults in their lives.”

Early years in the PYP: Educators' Perspectives

Teachers in Wu Kai Sha strive to reflect on and analyse children's learning, and to document it in such a way that makes children's thinking visible to the wider community. Teachers may use pedagogical documentation to accompany displays, on documentation panels, as part of a class Learning Journey for a unit of inquiry, or in response to an individual or group learning experience. In pedagogical documentation, the process of the learning is analyzed and described in some depth. Supporting annotation may be included to explain the learning, for eg

- how the experience links to child development, or the curriculum
- quotes to support the key ideas
- an explanation of why the learning is significant

Pedagogical Documentation is a way of advocating for the competent child and Early Childhood

educators.

4. REPORTING

Reporting is about communicating what students know, understand and can do. It describes the progress of the child's learning and identifies areas for growth. Reporting takes several forms including Parent Conferences, written reports, the Student Portfolio and Shared Learning Days. We report against children's progress and learning in the units of Inquiry, subject areas and essential elements of the programme. We believe that good communication between teachers, students and their parents plays an important part in improving student learning and growth.

Effective reporting:

- Involves parents, students and teachers as partners
- Reflects what the school community values
- Is clear and understandable to all parties

Student Portfolios

Each student has an online Moodle portfolio, which captures the child's learning and development over time and is designed to demonstrate successes, growth, higher order thinking, creativity and reflection. A portfolio should be thought of as an exhibition of an active mind at work. The portfolio contains a collection of different types of learning that has been gathered on a regular basis for individuals. The information gathered within the portfolio is shared with the family.

Approximately 6 samples of learning are uploaded to the online portfolio per term. The pieces should reflect a broad range of learning in units of inquiry, subject areas and the Essential Elements of the programme. Samples of learning are tagged against the Essential Elements of the programme with an accompanying description of the experience and learning. Consideration should be given to samples which are able to show progress over time, for eg a self portrait and or writing sample at the beginning and end of the year.

An example of learning in Chinese is uploaded once a year. This can be in any format to reflect the child's learning of an additional language (child's voice, group reading (photo & write up), unit related piece which could be bilingual.

Parents are informed that the portfolio pieces can be downloaded.

Shared Learning days:

Shared Learning days are held twice per year as a way for parents to share in and communicate with children about their learning and for children to reflect on their learning with parents. Shared learning days also support the parent community to develop greater understanding of the PYP curriculum and pedagogy.

Half the class attends for a 1.5 hour session together with one or both parents. Classrooms and shared areas are set up with a range of learning experiences. These are accompanied by a brief description of the learning activity and suggested questions to help parents engage in the experience alongside their child and support reflection. During Shared Learning days, teachers communicate learning undertaken by the class learning to families by sharing (one of):

- Several (three) samples of pedagogical documentation (described, analysed learning) that

encapsulates the learning in a recent unit of inquiry (see above). Pedagogical Documentation is uploaded to the school website

OR

- *A Learning Journey of a recent unit of inquiry*. A learning journey *traces* the path of learning the class has taken within a particular unit of inquiry. A Learning Journey commences with the Central idea, Lines of Inquiry and an explanation of why the unit is considered important. The teacher documents key learning experiences and describes how the learning has developed. A high quality learning journey is more than a description of what happened - it describes what the children knew and understood or did not, their misconceptions, ideas and theories and how the adults in the class developed the learning as a result of these. A learning journey makes reference to the Essential Elements of the PYP by communicating how children develop subject area knowledge, concepts, skills and attitudes over time. Learning Journeys are produced in PowerPoint (or similar) so they can be printed, shared on a screen and uploaded to the school website.

Parent Teacher conferences

Conferences take place twice a year and are designed to give parents information about their child's progress, development and needs, and about the curriculum and learning taking place in the school. Teachers are able to use this opportunity to gather background information, to answer parents' questions and to address any concerns. Parents have the opportunity to provide the teacher with the cultural context of the student's learning. Teachers agree the focus areas for parent conferences in their year group teams.

In addition, parents may make appointments to meet with their child's teacher at any time in the year to discuss their child's progress or if they have any concerns or questions.

Written reports

A written report is provided twice a year at the end of the first and third terms. Written reports are uploaded the school's online system "Gateway" and are therefore accessible to parents from home. Parents are informed when their child's reports is updated and are able to add a comment to their child's report.

At Wu Kai Sha written reports include information on:

- Personal and social development
- English language development
- Maths
- Chinese
- Each unit of inquiry

Reports should address the Essential Elements of the programme.

Schedule for sharing learning and progress with parents

Term 1.1	Parent conference Student Portfolio (3 pieces)
Term 1.2	Shared Learning Day Written Report Student Portfolio (3 pieces)
Term 2	Parent Conference Student Portfolio (6 pieces)
Term 3	Shared Learning Day Student Portfolio (6 pieces) Written report

Next review date : 2020