

Burwood Heights Primary School



Assessment Policy



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Burwood Heights Vision

The Burwood Heights Primary School vision describes the objectives of our school community. Our school is committed to preparing our students to develop the knowledge and skills that will help them become life-long learners who are successful and happy individuals who participate fully in and contribute to our community and the world around us.

Burwood Heights Assessment Philosophy

At Burwood Heights Primary School we believe that all children can learn and we use assessment as a tool to ensure that learning is authentic and targets individual learning needs. Assessment is to be used to focus on the quality of student learning and to measure the effectiveness of our teaching.

Effective assessment is essential to ensure students develop the skills of a life-long learner and the qualities of an internationally minded person. Someone who is Caring, Knowledgeable, Principled, Open-Minded, Balanced, Reflective, an Inquirer, a Thinker, a Communicator, and a Risk-Taker. A person who is interested in the world and has the agency to be able to find information and take meaningful action.

What are our Principles for Assessment?

Victorian Government schools follow five assessment principles:

Principle 1:

Learning and development are continuous, lifelong processes

Assessment should be ongoing and based on a continuum of learning/development. Learning and development are maximised when opportunities are matched to current readiness, building on what has already been experienced, learned and developed.

Principle 2:

Assessment should provide information about where individuals are in their learning and development, and inform practitioners in planning and delivering progressive learning opportunities.

Emotions, beliefs and relationships play a crucial role in learning and development

Principle 3:

Assessment should build positive attitudes and self-confidence in children, young people and learners by assisting them to see what they have achieved and the progress they are making.

Feedback and reflection are important elements of effective learning and development

Principle 4:

Assessment should promote further learning and development when combined with constructive feedback and opportunities for reflection. It should enable individuals to see and appreciate the progress that they have made and recognise that they are being successful in their learning.

Learning and development is advanced with opportunities, support and engagement within families and in partnership with practitioners

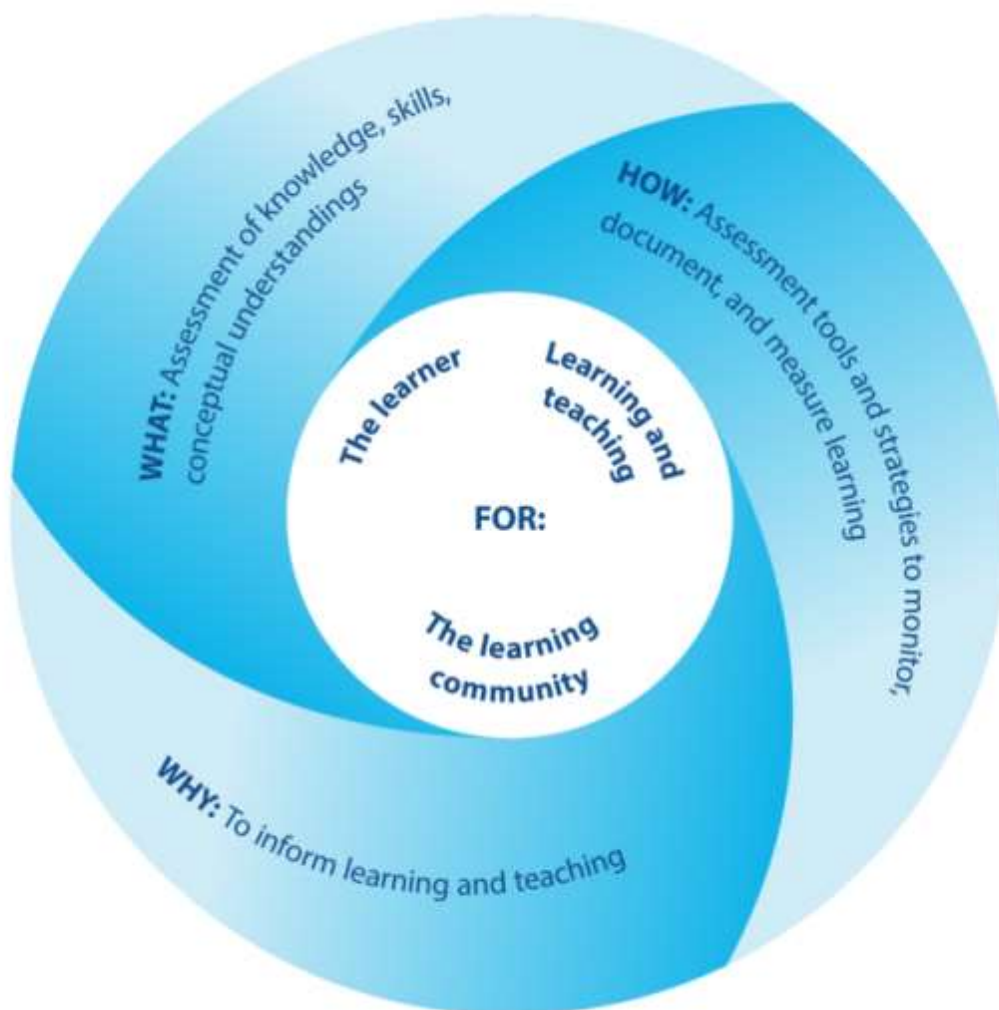
Principle 5:

Approaches to assessment should maximise collaboration and sharing of knowledge between families and practitioners, to allow all parties to support and participate in children and young people's learning and development.

Developed by, and adapted in consultation with Professor Geoff Masters, Australian Council for Educational Research (State Government of Victoria, 2019).

What does Assessment look like in the Primary Years Programme (PYP)?

- Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and clearly communicated
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking.



Assessment Standards of Practice

At Burwood Heights Primary School we uphold the International Baccalaureate Primary Years Programme Assessment Standards of Practice.

1. Assessment at the school aligns with the requirements of the programme(s).
 - a. Assessment at the school is integral with planning, teaching and learning.
 - b. Assessment addresses all the essential elements of the programme.
 - c. The school provides evidence of student learning over time across the curriculum.
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve the learning
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
 - a) Student learning and development related to all attributes of the IB learner profile are assessed and reported.
7. The school analyses assessment data to inform teaching and learning.
 - a. the school ensures that students' knowledge and understanding are assessed prior to new learning,
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

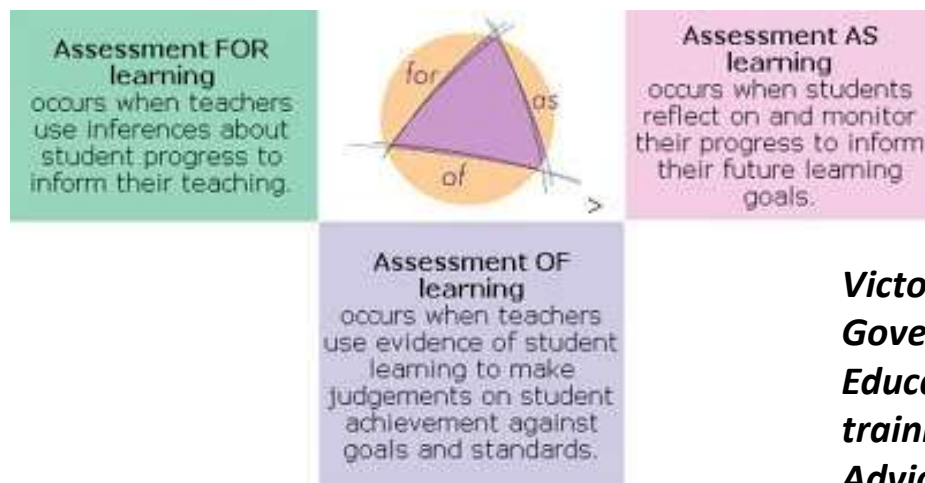
What is Effective Assessment?

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012). These are:

- **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 wellrounded 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.
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The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Effective Primary Years Programme assessment practice holistically integrates assessment for, of and as learning (Harlen, Johnson 2014) to support effective learning and teaching.

What does effective assessment look like?



**Victorian State
Government,
Education and
training, Assessment
Advice, 2016**

Assessment FOR Learning

Assessment FOR Learning takes place when students are learning and is referred to as *Formative Assessment*.

Learning Intentions and Success Criteria

Teachers use Learning Intentions and Success Criteria to make sure students understand exactly what they are to learn, what is expected of them and are given feedback and advice on how to improve their work.

Targeted Learning

Teachers design lessons for students at their point of need so that they feel confident to take risks and explore their thinking,

Meaningful Feedback

Teachers give meaningful, ongoing feedback to students about their progress so that they know how they are progressing and what they need to do to improve.

What does effective assessment look like?

Assessment OF Learning

Assessment OF Learning is done towards the end of a unit of work and is referred to as *Summative Assessment*.

Student Portfolios

- Summative Assessments are displayed in Student Portfolios that are sent home to families alongside Student Reports.

Formal Assessment

- Students complete formal assessments each term so teachers can track their progress and target their needs in different learning areas (Appendix A).

Individual Learning Plan (ILP)

- Students working a year below or above the expected standard have an individual learning plan created for them with learning goals and strategies.

Student Reports

- *Interim Reports* are given to families in Term One and Three to give families a snapshot of their child's progress.
- *Student Reports* are given to families in Term Two and Term Four to give families a comprehensive overview of their child's learning.
- *Parent Teacher Interviews* – are held in Semester One and Semester Two so parents can discuss their child's learning with their Classroom Teacher.

Assessment AS Learning

Assessment AS Learning is when a student reflects on their own learning and how they learn best.

Student Reflections

Students reflect on their work on a regular basis and think of ways they can improve.

Self- Assessment

Is when students are able to reflect on their strengths and weaknesses in different learning areas. Identifying skills they will need to work on to improve in the future.

How is the Assessment Policy used?

All teachers at Burwood Heights Primary School refer to the Assessment Policy when they are planning for assessment. A copy can be found in all Staff Manuals and on Staffshare so it can be accessed and referred to whenever necessary.

How is the Assessment Policy shared with the School Community?

The Assessment Policy will be communicated to the Burwood Heights community on the Burwood Heights website. It will also be shared and referred to at school information evenings.

Assessment Policy Review Cycle

This Assessment Policy has been developed and revised in consultation with the staff at Burwood Heights Primary School, in accordance with IB regulations. Burwood Heights Primary School and Kindergarten staff will meet at the beginning of each year to discuss its implementation and monitoring. The policy is scheduled to be reviewed and updated by the staff at Burwood Heights in January 2025

Reference List

- Clarke, M. 2012. "What matters most for student assessment systems: A framework paper". SABER–Student Assessment Working Paper 1. Washington DC, WA, USA. The World Bank. http://siteresources.worldbank.org/INTREAD/Resources/7526469-1335214323234/WP1_READ_web_4-19-12.pdf. Accessed on 28 September 2016.
- Hattie, J and Timperley, H. 2007. "The power of feedback". Review of Educational Research. Vol 77, number 1. Pp 81–112.
- Harlen, W and Johnson, S. 2014. A review of current thinking and practices in assessment in relation to the Primary Years Programme. The Hague, the Netherlands. International Baccalaureate Organization.
- International Baccalaureate Organisation (2010) Guidelines for Developing a School Assessment Policy in the Diploma Programme Geneva, Switzerland
- International Baccalaureate Organisation (2018) PYP: From Principles into Practice, Geneva, Switzerland
- International Baccalaureate Organisation (2014 and 2020) Programme Standards and Practices, Geneva, Switzerland
- International Baccalaureate Organisation (2018) PYP Transition Guide, Geneva Switzerland

Appendix A: Formal Assessment

	Term 1	Term 2	Term 3	Term 4
Prep	<ul style="list-style-type: none"> English Online Auditory Processing Running Records if required Mathematics Observations Sight Word Rings 	<ul style="list-style-type: none"> Running Records Oral Phonogram review Own Maths Assessments Nelson Diagnostic F.A Oxford Word List Sight Word Rings 	<ul style="list-style-type: none"> Running Records Oxford Word List Sight Word Rings Maths Seeds 	<ul style="list-style-type: none"> Running Records Morrison McCall Spelling Test List 1 Phonogram written test Phonogram oral test Oxford Word list Nelson Maths tests – F. B, 1 A, 1B, 2A & 2B
Junior School	<ul style="list-style-type: none"> Morrison McCall Spelling test Running Records Maths Pre-test Written Phonogram review Oxford Word List 1-200 Nelson Diagnostic Maths Tests 1A and 2A Comprehension Assessment Grade One Maths Seeds Essential Assessment – Grade Two 	<ul style="list-style-type: none"> Morrison McCall Spelling test Running Records Oral phonogram review Teacher created Mathematics Test Grade One Maths Seeds Essential Assessment – Grade Two 	<ul style="list-style-type: none"> Morrison McCall Spelling test Running Records - Grade One Written Phonogram Review Comprehension Assessment Nelson Diagnostic Maths Tests 1B and 2B Probe Reading Test for Grade Twos – Non-Fiction Grade One Maths Seeds Essential Assessment – Grade Two 	<ul style="list-style-type: none"> Morrison McCall Spelling test Running Records - Grade One Oxford Word List 1-200 Oral phonogram review Teacher created Mathematics Test Probe Reading Test for Grade Twos – Fiction Grade One Maths Seeds Essential Assessment – Grade Two
Middle School	<ul style="list-style-type: none"> Morrison McCall Spelling test Phonogram written test Probe Literacy Pro Nelson Mathematics Test Essential Assessment 	<ul style="list-style-type: none"> Morrison McCall Spelling test Literacy Pro Probe TORCH reading test Teacher created Mathematics Test On Demand Adaptive Mathematics tests Essential Assessment 	<ul style="list-style-type: none"> Morrison McCall Spelling test Phonogram written test Probe Literacy Pro Essential Assessment 	<ul style="list-style-type: none"> Morrison McCall Spelling test Probe Literacy Pro TORCH reading test On Demand Adaptive Mathematics tests Essential Assessment
Senior School	<ul style="list-style-type: none"> Probe – Reading Test Morrison McCall Spelling test Lexile – Literacy Pro Maths Plus Pre-test Essential Assessment 	<ul style="list-style-type: none"> Morrison McCall Spelling test Lexile – Literacy Pro TORCH reading test Probe – Reading Test Teacher generated Numeracy testing On Demand Reading for those who have 	<ul style="list-style-type: none"> Probe – Reading Test Morrison McCall Spelling test Lexile – Literacy Pro Maths Plus Diagnostic Lexile – Literacy Pro Essential Assessment 	<ul style="list-style-type: none"> Morrison McCall Spelling test Lexile – Literacy Pro TORCH reading test Teacher generated Numeracy testing Probe – Reading Test On Demand Reading for those who have completed Probe Essential Assessment