PYP Assessment Policy

An overview of assessment

Assessment at Codrington is defined as the process of collecting, analyzing and reporting data. It is through the gathering and analysis of information about student performance and programme effectiveness that we can differentiate, motivate, and challenge students.

Assessment is integral and crucial to the curriculum development and to all teaching and learning. It is the means by which we analyze student learning and the general effectiveness of our teaching. Assessment acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process.

Utilizing a range of assessment strategies

As we place importance on assessing a wide range of learning outcomes and expectations, it is obvious that we need a variety of assessment strategies, which are consistent with current thinking on assessment. Assessments should be both formative and summative and viewed as authentic, essential, rich, engaging and feasible, allowing the student to become part of the evaluative process. Formative assessment is interwoven within daily learning and helps teachers and students find out what they already know in order to plan the next steps of learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. Summative assessment takes place at the end of the teaching and learning process and gives students the opportunity to demonstrate what has been learned.

When both teachers and students are actively engaged in assessing student progress it helps develop their wider critical thinking, self-evaluation skills and internal motivation. It also provides teachers with evidence on which to evaluate the efficacy of the school curriculum.

Effective assessment practices:
- Are planned for and built into the programme.
- Have criteria that are known and understood in advance.
- Allow students to demonstrate their range of understanding, knowledge and skills.
- Can be made for the individual or group.
- Focus on the big ideas and transdisciplinary skills.
- Are based on real life experiences and lead to other questions.
- Allow students to express different points of view and interpretations.
- Are continuous and cumulative.
- Are able to promote self and peer evaluation.
- Are able to produce evidence that can be reported and understood by students, parents, teachers and administrators.

Purposes of assessment

The main purposes of assessment are to promote student learning, to provide information about student learning. The following section outlines why we assess work at the Codrington School.

1. Student learning is promoted through:

- Assessing the student's prior knowledge and experience brought to the topic or task.
- Planning the teaching and learning in order to meet individual or group needs.
- Building a profile of student understanding by providing evidence concerning the strengths and weaknesses of the individual student.
- Engaging students in reflection on their learning, the assessment of their work and the work of others.
- Providing positive motivation and reinforcement for students who strive to reach their personal best.
- Providing future targets and realistic goals as well as amending teaching methods.

2. Information about student learning is provided by:

- Examples of student work or performance.
- Self evaluation
- Portfolios
- Statistics based on explicit criteria (rubrics and checklists).
- Assessment data.
- Formative and summative assessments which show us the process as well as the product. (Formative assessments contribute to the planning of further work for and by pupils. Summative assessments sum up attainment at a particular point and add to individual pupil records/portfolios).

Assessment Tools

We employ a variety of tools to form the basis of a comprehensive approach to assessment and represent the school's commitment to provide a balanced view of each of its students. These assessment tools include:

Tool/ Strategy	Description	Possible uses	Formative	Summative
Rubric	Devised beforehand collaboratively with the teacher and students. Allows teachers and students to evaluate a finished piece of work according to given criteria.	Producing a leaflet, brochure or poster. Making a book. Writing a story.		●
Teacher observation	Where the teacher observes student interaction, process of inquiry, evidence of learner profile and can record anecdotally.	Observing collaborative group work, observing a practical inquiry.	●	●
Checklist	Teacher and Student devise a list of elements that are required for completion of a task.	Making a non- fiction book. Designing a model.	●	
Work samples/ Portfolio	Selected by students and teachers to go into the portfolio.	Must be accompanied by a description of why chosen and what learning it shows.	●	●
Exemplars	A piece of student work chosen to illustrate a certain point (Can be a teacher mock-up of student work).	Can be used as comparative assessment by the student with their own or a peer's work.	●	●
Open-ended tasks	A task that allows for process to be assessed. Allows for assessment by outcome.	Student end of unit reflection allows for them to show all they have learnt. Good for maths assessment.	●	●
Selected responses	Can be in the form of a quiz or multiple choice	Maths or UOI	●	●
Continuums	Visual representations of developmental stages of learning. They show a progression of achievement or where a student is in a process.	Can be devised for any subject area	●	●
Peer/self assessment	Using agreed criteria students moderate or evaluate their own or another child's work.		●	●
Written tests	Used when deemed appropriate – can assess a block of teaching or one concept	Eg : assessment for multiplication	●	●
Student reflection	Ensuring student reflection is integral to the learning process. Ensuring that the reflection is targeted at specific learning outcomes.	● Justifying what we know. ● Examining evidence. ● How we feel about situations and learning. ● Explaining your thinking. ● Differentiating between opinion and fact. ● Demonstrating an awareness and respect for others opinions. ● Reviewing our learning.	●	●

REPORTING TO THE SCHOOL COMMUNITY:

o Report cards – Issued to parents twice a year in December and June. All areas of PYP are included in the report.

o Parent-teacher conferences – These usually occur twice yearly in October and April. It is a conference with parents to chat about their child's progress and academic standing and to highlight any specific areas for development.

o Three way student led conferences are held once a year in May. They require the teacher to help the students reflect on their learning, strengths and areas for development prior to the meeting using their student portfolio. The students have the opportunity to have a 'mock' conference beforehand. Older students fill out a student reflection form that follows the format of the conference. The portfolio is sent home after the meeting to facilitate a parents' reflection on their child's learning.

o The assessment policy is uploaded to the school website for parents to access.

Parent requests for meetings - Parents are invited to request a meeting with their child's teacher to provide further clarification on an issue or if they have concerns about their child's progress. The request may be made with the individual teacher either directly through email or a phone call. Please make sure you give an indication of the subject to be addressed and times for possible meetings or when the teacher concerned may contact you.

Policy last revised: 30th January 2020 by Rob Fuller

Next scheduled Policy review: 15th May 2020 by Rob Fuller