



ESF International Kindergarten Wu Kai Sha

Assessment Policy

We believe assessment is the gathering and analysing of information in relation to student performance. It identifies what students know, understand, can do and feel at different stages in the learning process.

We believe that assessment is integral to all teaching and learning. 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. We also believe that 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 recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both.

The objectives of assessment in our kindergarten is:

- to enable students to demonstrate what they know, understand and can do in their learning; this includes process as well as product
- to provide information about student learning, their mastery of skills and knowledge base and application to further their inquiries successfully
- to identify the needs of every individual
- to help students recognise the standards to aim for, and to understand what they need to do next to improve their work (self-assessment);
- to plan for future learning experiences for the students
- to allow teachers to plan work that accurately reflects the needs of each student
- to provide regular information for parents that enables them to support their child's learning
- to provide the senior leadership team with information that allows them to make judgements about the effectiveness of the kindergarten.



Planning for assessment

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. Teachers should bear in mind that 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.

There are two different, but complementary, types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves ongoing assessment in the classroom. It is based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim. 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, so that further provocations can be provided in order to improve knowledge and understanding.

Teachers strive to ascertain students' prior knowledge so as to provide them with challenging provocations and experiences to further construct meaning.

Assessment of learning (summative assessment) aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned.

It can assess several elements simultaneously:

- it informs and improves student learning and the teaching process;
- it measures understanding of the central idea;
- it prompts students towards action and;
- it demonstrates student engagement with the five essential elements of the PYP: knowledge, concepts, skills, attitudes and action.

Assessment will be carried out through:

- using representative examples of students' work or performance to provide information about student learning
- Observation of student performance
- collecting evidence of students' understanding and thinking
- Evaluating and moderating learning against key objectives

- Student Reflections: KWL charts, Journals, Self-assessment, Peer assessment and Evaluation
- Photographic/video/audio evidence documenting learning processes of groups and individuals, engaging students in reflecting on their learning

After any assessment is complete, it is important to ask further questions such as the following:

- Have the tasks provided ample information to allow a judgment to be made about whether the purposes or objectives have been met?
- What does the students' performance reveal about their level of understanding?
- Have any unexpected results occurred?
- What changes should be made in the assessment procedure?
- How should the teaching and learning process be modified as a result of the assessment?

Effective assessments

The following criteria for effective assessments are applicable to both formative and summative assessment.

Effective assessments allow students to:

- share their learning and understanding with others
- demonstrate a range of knowledge, conceptual understanding and skills
- use a variety of 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.

Effective assessments 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
- use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores).

Effective assessments 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.

Recording - how do we collect and analyse the data?

Assessment strategies and tools form the basis of a comprehensive and structured approach to assessment that enables us to answer to the question "How will we know what our students have learned?"

The assessment strategies are the methods or approaches that teachers use when gathering information about a student's learning. Teachers record this information using a variety of assessment tools, which are the instruments used to collect data.

When choosing appropriate assessment strategies, it is important to take into consideration which assessment tools are most applicable and relevant to that strategy. This helps to ensure that an effective assessment of the learning experience takes place. A variety of strategies and tools should be used e.g. rubrics, checklists, anecdotal records, continuums.

Assessment folders

Teachers should maintain an assessment folder in their classroom and keep up to date records which are useful in the case of sudden long term sick leave, report writing and evidence to back up failure at interview or parent concerns. Folders are to contain class notes and a section for each student for personal assessments. The first part of an Assessment Folders should contain evidence of a range strategies in order to provide a range of approaches and therefore to provide a balanced view of the student. e.g. observations, performance assessments. In addition, each students personal section could contain:

1. SEN Expression of concern (if applicable)
2. Vocabulary Test (if applicable)

3. Phonics Assessment (K2 all children and more able K1s)
4. Sight Vocabulary Assessment – Reception High Frequency Words (K2 all children and any able K1s)
5. Number writing assessment sheet to 10 and then 100 (K2 only)

Portfolios

This is a folder in electronic form which captures the students learning and development over a period of time and are 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.

It contains a collection of different types of learning that has been gathered on a regular basis for individuals. The information gathered within the portfolio will be shared with the student and parents to support their learning journey.

Each term 6 samples of learning will be uploaded to Moodle:

- Name Writing (or writing sample depending on stage of development)
- Self Portrait
- Language (Communication, Language & Literacy) – Piece of learning identifying child's voice or another aspect of language
- Maths (Problem Solving, Reasoning & Numeracy) – annotated mathematical activity.
- Samples of learning linked to the central idea/line of inquiry. Could be from another subject area showing child's social interaction, level of confidence, self-assessment, physical development (fine & gross motor). Could include reflections at the end of the unit of inquiry.

Any example of learning in Chinese will be 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 (could be bilingual).

Parents will be informed that all e-portfolio pieces can be downloaded for them to keep. The parents will not have access to e-portfolios once their child has left Wu Kai Sha.

Feedback

At Wu Kai Sha 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, therefore, an important tool to be used in raising the student's levels of attainment.

An agreed common approach towards giving feedback to students about their learning is vital to ensure consistency throughout the kindergarten. Our aims in giving students feedback about their progress are:

- To recognise, encourage and reward student's effort and achievement, and celebrate progress
- To provide dialogue between teacher and students about their learning.
- To identify the student's successes against the Learning Objective.
- To give the learner feedback about current achievement.
- To identify and highlight the student's next learning step/target.
- To value student's work through meaningful and consistent feedback.

Feedback is a developmental process. The way in which we give students feedback is dependent upon their needs and abilities. It should be clear, positive and appropriate in its purpose, offering positive benefits to teachers and students. Outcomes from feedback should be fed back into planning. The nature of feedback given to students them will have a direct bearing on learning attitudes and future achievements.

Reporting

Reporting on assessment is about communicating what students know, understand and can do. It describes the progress of the students' learning, identifies areas for growth, and contributes to the efficacy of the programme. Assessment without feedback is merely judgment; feedback is the component of assessment that lets us interpret the judgment and improve our work. Reporting is perhaps the most public aspect of our kindergartens' assessment policy, and as such we need to provide clear information that is useful to students and parents. Reporting takes many forms including verbal reports and written reports.

Effective reporting:

- involves parents, students and teachers as partners
- reflects what the school community values
- is comprehensive, honest, fair and credible
- is clear and understandable to all parties
- allows teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.

As a IB candidate school we are required to report on each student's development according to the attributes of the learner profile. However, teachers do not need to report on each attribute at the end of every reporting period. It is not appropriate to grade or score the attributes of the learner profile.

Teachers should provide opportunities for students to consider their progress in relation to the attributes listed in the IB learner profile in the context of their learning.

The following reports are to be produced for each child over the course of their attendance at kindergarten.

	K1	K2
Term 1	Admissions report (personal and social) – written in first 6 weeks	Progress report – comments regarding basic skills - language development and maths development.
Term 2	Mid term report – verbal	Mid term report - verbal
Term 3	End of year report - To include individual comments about each unit of inquiry, general progress and progress in Language and Maths.	End of year report - To include individual comments about each unit of inquiry, general progress and progress in Language and Maths.

At Wu Kai Sha, we believe that good communication between teachers, students and their parents plays an important part in improving student learning and growth. We have in place open days as a way for students, parents and teachers to communicate about learning.

Open days: These take place twice a year (November and April). Classrooms are set up with a range of learning activities and a brief description of the learning focus/line of inquiry. Time is given for every child to share their learning with their families. Parents are given questions to help them talk and ask their child about their learning and work samples.

Teacher–parent(s) conferences

These conferences formally take place at least twice a year and are designed to give the parents information about their child’s progress development and needs, and about the school’s programme. Teachers should take this opportunity to gather background information, to answer the parents’ questions, to address their concerns, and to help define their role in the learning process. The parents should take the opportunity to provide the teacher with the cultural context of the student’s learning. 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.

The written report:

Written reports are seen as a summative record for students, parents and the school itself of a student’s progress. In addition, reports that clearly indicate areas of strengths, areas for improvement, and where students are involved in providing input (through self-assessment), are helpful aids to a student’s development.

Our annual written reporting system ensures that:

1. The learner profile is addressed.
2. The transdisciplinary units and the subject-specific teaching are included.

3. All teachers involved in the student's progress have an opportunity to comment.
4. All the essential elements of the programme are included.

Parents can also view their child's portfolio which is a reflection of their child's learning journey at kindergarten.

Inclusion and assessment for learning

The kindergartens aim to be inclusive and will seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Educational inclusion can be achieved by continual review, monitoring data and self-questioning about the performance of these individuals and groups of students.

Kindergartens are expected to monitor their success in promoting racial and gender equality and including pupils with disabilities or special educational needs.

Agreed by all staff: March 2012

Next review: March 2013