



## ASSESSMENT, RECORDING AND REPORTING (ARR) POLICY

This policy details the expectations of the role of assessment, recording and reporting (ARR) at Kennedy School (KS). It is designed to emphasise the values and beliefs inherent in the school's educational philosophy.

This policy should help all members of the community to understand and put into practise the school's mission and to reflect upon their responsibilities as members of the school community.

### Rationale:

Assessment is more than a tool to improve teaching and learning. The purpose of assessment is to support student learning and help teachers and the community better understand the progress of their learners.

### How we assess:

FORMATIVE	SUMMATIVE
<p><b>Assessment FOR learning</b> This is assessment that informs planning. It leads <b>teachers</b> to adjust lessons or teaching either through differentiation or changes to planning to better meet the needs of students.</p> <p><b>Assessment AS learning</b> This is assessment that improves learning. It leads <b>students</b> to adjust what they do or how they do something to achieve greater success.</p>	<p><b>Assessment OF learning</b> Assessment that sums up learning, either at the end of 'learning' or an overview of the whole process (e.g. skills development – How much has my performance improved?) Summative assessments can be external, school or teacher designed.</p>

### The ARR philosophy, tools and practices we adhere to at Kennedy School:

Why – These are our beliefs about different aspects of assessment, recording and reporting:	What – This is what we do:	How- This is how this looks at KS:
<p>We believe that the learning / teaching cycle starts with assessment. This helps to inform planning and refine teaching to enhance student learning.</p> <p>We need to use a range of tools and strategies to assess learning.</p> <p>We understand that there are many possible ways for a student to show their understanding.</p>	<p>Use variety of pre-assessment tasks at the start of e.g. a new unit of inquiry (uoi), maths strand etc, to give students opportunity and choice in how to share ideas around what they already know / understand.</p> <p>Ensure assessment is frequent, ongoing, varied (both formative and summative, including self, peer and teacher assessments)</p>	<p>e.g.</p> <ul style="list-style-type: none"> <li>•Graphic organizers</li> <li>•Rubric</li> <li>•Continuum</li> <li>•Benchmark / exemplars</li> <li>•Checklist</li> <li>•Observations, discussions, performance</li> <li>•Anecdotal notes</li> <li>•Records of student action</li> <li>•Quizzes / tests</li> </ul>
<p>Assessment needs to address all the essential elements of the PYP.</p>	<p>For every uoi we plan learning engagements which allow teachers and peers to formatively assess student achievement against the essential elements (Concepts, Skills, Attitudes, Action, Knowledge) and the IB learner profile.</p>	<ul style="list-style-type: none"> <li>•Scoring (1-4) for student achievement against skill descriptors.</li> <li>•Scoring (1-4) for student conceptual understanding.</li> <li>•Unit report comments include student achievement in relation to attitudes, action, knowledge acquired and the IB learner profile.</li> </ul>
<p>Assessment should provide opportunities for teachers to provide feedback on the learning process and for students to participate in, respond to and act on the feedback they are given, in order to inform and improve learning.</p>	<p>Teachers provide students with feedback to aid progress. Students participate in and reflect on the assessment of their work.</p>	<ul style="list-style-type: none"> <li>•Co-constructed success criteria</li> <li>•Targets</li> <li>•Re-drafting</li> </ul>

<p>Assessment should evaluate the learning at the end of a unit of work or set amount of time.</p> <p>We believe analysis of assessment data informs planning and supports setting class / curriculum / whole school targets.</p>	<p>Use of summative assessment tasks at the end of e.g. a uoi, maths strand. Students complete external assessments.</p> <p>Data analysed to provide information for class groupings; set class or year group / curricular targets; track student progress.</p>	<p>e.g.</p> <ul style="list-style-type: none"> <li>• Write a letter, explanation, report</li> <li>• Create a diorama, poster, poem</li> <li>• Perform a play, debate</li> <li>• ISA tests Maths, Reading and Writing (Years 4 &amp; 6)</li> <li>• InCAS tests Maths and English (Years 3, 4, 5 and 6)</li> <li>• Class and Year group InCAS and ISA assessment data analysed to inform support plans / intervention programmes / learning and teaching.</li> </ul>
<p>We provide and share evidence of student learning over time across the curriculum.</p>	<p>Use markbooks (hard copy and electronic), portfolios, student journals to record information of student achievement over time.</p>	<ul style="list-style-type: none"> <li>• Termly Gateway Markbook teacher records of student achievement in maths, writing (IB phase levels), reading (PM benchmarks), essential elements of the pyp (units of inquiry – 2x per term)</li> </ul> <p>Samples of student work for each unit, including transdisciplinary links in:</p> <ul style="list-style-type: none"> <li>• Portfolio folders (Years 1 &amp; 2)</li> <li>• Online student portfolios (Google Drives, VLE homepages)</li> <li>• Student workbooks / journals</li> </ul>
<p>Assessment data and student achievement information is important for all involved.</p>	<p>Report to parents every term on a range of aspects of student learning.</p>	<ul style="list-style-type: none"> <li>• Parent teacher conferences</li> <li>• 3-Way / Student led conferences</li> <li>• Online reports for maths, English, Chinese, uoi, social / behaviour, music, P.E. (teacher comments and scoring 1-4)</li> </ul>

**REFERENCES:**

Making the PYP Happen 2009

Programme standards and practices 2010

IB PYP: “Assessing: how we discover what students know and have learned.”

IB PYP: “Recording: how we choose to collect, store and analyse data.”

**ADDENDUMS:**

- Kennedy School ARR calendar
- Parent consultations / 3-Way / Student Led conferences structure and guidelines
- Kennedy School: Transfer of records information

## Objectives

*These state what assessment aims to achieve – the desired outcomes of applying the principles and procedures that follow.*

### Assessment **FOR** learning:

- Promotes reflective teaching
- Is a tool for better teaching, for improved learning in response to learners' needs
- Informs planning and leads to differentiation
- Makes connections and builds on previous learning
- Guides student learning through effectively communicated feedback
- Leads to more authentic experiences and successful learning
- Supports backwards by design, having the end in mind (before activity design or selection of the learning experience)
- Enables revision of learning outcomes to address students' needs
- Is positive and recognises success, identifying areas for development and strategies to address these.
- must include personal, timely and constructive feedback including positive, descriptive, target driven comments
- Meaningful/useful to both students and teachers.

### Assessment **AS** learning:

- Enables students to reflect on their learning, progress and achievements
- Encourages students to take responsibility for their learning
- Promotes open discussion and feedback with teachers and other students
- Allows for student-teacher collaboration
- Provides the students with the skills and knowledge necessary for meaningful three-way conferencing
- Promotes self target setting from meaningful (understandable) teacher or peer feedback
- Promotes target setting.

### Assessment **OF** learning

- Provides opportunities for moderation and benchmarking
- With careful analysis can inform planning and initiate interventions, for example learning support or gifted and talented provision.
- Provides a snapshot, synopsis or overview of what a student has learned at the end of a unit of work, a term or a year
- The IB recognises the two elements to summative assessment, the strategy (how you are assessing) and the tool (what you are using to evaluate the evidence collected).

## Principles

*These statements provide a frame of reference for guiding us in the ways in which we should (and shouldn't) assess in order to achieve the stated objectives.*

Assessment **FOR** learning requires teachers to be respectful of a student's potential. Success criteria should be shared at the outset providing students with information on what is expected of them.

The process of formative assessment includes:

- ongoing, purposeful interaction with students through a range of different assessment methods
- collecting evidence of students learning, in a variety of ways (please see addendum 'different forms of evidence at Kennedy School' for further details) at different times during the learning process
- recognising differences in learning styles and interests of the students which informs teaching to reach a broader range of learners
- ensuring appropriate and meaningful teaching methods are employed making a good fit between the student and the method employed.

Assessment **AS** learning informs and encourages students in their learning, enabling them to self-reflect on their progress and recognise areas for improvement. Constructive, positive and timely feedback is integral in supporting students understanding of the learning process. It therefore promotes meaningful collaboration, conferencing and target setting between students, teachers and parents.

Assessment **OF** learning provides a summative view of a student's ability in a particular task, but should be used alongside formative assessments to provide further evidence and support teacher judgement of student success. The process of these forms of assessment should be varied and evidence may (in the case of teacher or school designed assessment of learning) take different forms to allow for student success and creativity (please see addendum 'different forms of evidence at Kennedy School' for further details). The value of feedback and use of summative assessment in a

formative manner should not be underestimated; therefore students, parents and teachers must view any summative assessments as an opportunity for formative assessment and target setting.

**Procedures to support assessment:**

Using exemplars of work or performances in order to model good practice for student reflection in the form of presentations, discussions and the use of rubrics.

Developing rubrics or checklists collaboratively with the students in order to provide them with clear learning objectives.

**The following procedures are to support staff in meeting IB Standard C1:4c “The school provides evidence of student learning over time \*across the curriculum.”**

A record of student learning should include a range of the following in either hard copy or electronic form (photos/videos). This should not just be a collection of representative examples of their work but an opportunity for reflection to lead to improvement. Both students and teachers should be involved in selecting evidence to be included. This evidence should show strengths and areas for improvement; a balance of product and process must be represented.

- **Record of achievements:** team memberships, awards, performances, student initiated action, external accomplishments
- **Evidence of learning** (groups and individual): written work, field experience logs, learning journals, art work, performances, design tasks, anecdotal records from observations, learning support programmes.
- **Assessment of learning:** scores/data (tracking), reports, teacher feedback (oral/written), rubrics, peer assessment, marking and editing
- **Student reflection:** on specific tasks, subject areas or on general progress – this can be physical written evidence e.g. traffic lights or during the learning process e.g. hand signals.
- **Learning goals:** personal targets, academic targets

The purpose of a 'learning portfolio' is to promote learning through reflection and teacher/adult and/or peer collaboration and provide evidence of learning overtime.

Please see Addendum entitled '**Kennedy School Assessment Calendar**' for current assessment procedures that are common across all ESF Primary Schools and those specific to Kennedy School. This will be updated annually with further information regarding procedures including dates.

REFERENCES:

Making the PYP Happen 2009

Programme standards and practices 2010

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IB PYP: “Recording: how we choose to collect, store and analyse data.”

ESF Assessment Policy 2011

Marking & Feedback Policy 2004