

ASSESSMENT POLICY STATEMENT 2011

This policy statement details the expectations of the role of assessment within Kennedy School life, 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

This is a general statement that underpins the view of assessment at Kennedy School.

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

FORMATIVE	SUMMATIVE
<p>Assessment FOR learning This is assessment that informs planning. It leads teachers to adjust lessons or teaching either through differentiation or changes to planning to better meet the needs of students.</p> <p>Assessment AS learning This is assessment that improves learning. It leads students to adjust what they do or how they do something to achieve greater success.</p>	<p>Assessment OF learning 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>

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 include:

Pre-assessing to support organising groupings and differentiation.

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 (eg. tracking through Markbook), 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 eg. traffic lights or during the learning process eg. 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. It is not a collection of 'show' work and can therefore be formed of the day to day work, in any form, that a student produces.

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
ESF Assessment Policy 2011
Kennedy Stars statement – staff handbook
[Marking & Feedback Policy 2004 \(to be reviewed\)](#)