

“Assessment is integral to all teaching and learning. Assessment involves the gathering and analysis of information about students’ performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing students’ progress as part of the development of their wider critical-thinking and self-assessment skills.”

International Baccalaureate: Making the PYP Happen

1 OVERVIEW

1.1 Rationale

This policy outlines Glenealy School’s assessment philosophy, beliefs and practices in line with our vision for every child to be the best they can be. We believe that assessment serves as a compass for both teachers and students, guiding the learning journey. Assessment goes beyond conventional testing of knowledge and skills but also aims to holistically assess the personal values and competencies that are essential for success in life, as articulated in our Core Purpose below.

We believe that developing an assessment-capable learning community is the most effective way to improve student learning. An assessment-capable community is one where everyone has a clear understanding of the reasons for assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made.

Assessment is integral to all learning and teaching. Assessment supports decision making as it informs the learner, learning and teaching and the learning community about achievement and progress.

- **Students:** become more successful learners when they are directly engaged in assessment, receiving and responding to feedback, reflecting on their progress and setting goals for their learning
- **Teachers:** become more effective when they continually learn about what students know and can do. Teachers adjust their teaching based on data and offer well-considered, timely and specific feedback to support learning
- **Parents and Guardians:** contribute to their child’s growth as a successful learner when they are informed and understand the role assessment plays, supporting learning goals whilst promoting their child’s joy of learning
- **School Leadership:** make informed decisions about targeting resources and support, using data to evaluate the depth and appropriateness of programmes and the effectiveness of learning and teaching.

We believe that developing assessment-capable students and teachers is the most effective way to improve student learning. Therefore we:

- Develop a shared understanding of what quality learning looks like
- Develop success criteria and expectations for learning that are concrete and accessible to students
- Develop clear and specific targets and next steps
- Build students’ capability to peer and self-assess, monitoring and adjusting in response to feedback

- Provide time to reflect and learn from assessment data
- Give timely and targeted feedback, clarifying achievement and progress
- Adjust our teaching in response to our knowledge of students' current understanding, to better support learning

1.2 Core Purpose

We recognise that learning is not solely about acquiring knowledge and skills, but also about developing the personal values and capabilities that are essential for success in life. We strive for every child to be Safe, Happy, Kind, Learning & Engaged.

Glenealy students strive to be:



We believe assessment should provide a holistic view of a student's development. Therefore we:

- Assess students' conceptual understanding, knowledge, skills and capabilities
- Effectively use a wide range of formative and summative assessment strategies
- Provide choice in how students demonstrate learning
- Monitor the individual progress of students
- Monitor cohort progress and trends across time

2 WHAT WE ASSESS

Our approach to assessment recognises the importance of assessing both the process and product of student learning. We assess what students know, understand and can do at any point in their learning process. We also use a range of tools and approaches to gather data on students' well-being and attitudes to learning.

At Glenealy, we assess students' progress across the curriculum in the following areas:

- **Conceptual understanding of big ideas and broad themes:** included in Central Ideas, Lines of Inquiry, based on the PYP key concepts and the more subject-specific related concepts

- **The acquisition and development of new knowledge:** based on the learning outcomes in the ESF and PYP scope and sequence documents in English Language, Mathematics, Chinese Language, Science, Social Studies, Performance and Visual Arts, Physical Education and Personal Social Education
- **The acquisition, development and refining of skills:** based on the transdisciplinary skills in the PYP Approaches to Learning (ATLs) of Thinking Skills, Research Skills, Social Skills, Communication Skills and Self Management skills, as well as more subject-specific skills in all curriculum areas.
- **The development of core competencies:** students self-reflect and assess progress in their growth using our Core Purpose and the attributes of the IB Learner Profile

3 HOW WE ASSESS

We focus on assessment that connects student learning in a meaningful way. Student learning is promoted through planning and refining the teaching and learning process to meet individual or group needs. Assessing students' prior knowledge and experience, as well as monitoring their achievement throughout their learning, enables teachers to plan and refine their teaching accordingly. Our assessment practices are outlined below:

	Assessment for learning	Assessment of learning	Assessment as learning
Purpose	The goal is to inform the next steps in the learning and teaching process	The goal is to assess the culmination of the learning and teaching process	The goal is to support students to become self-regulated lifelong learners
Timing	It is continuous and conducted throughout the learning process	It is conducted at the end of a unit of learning or as part of annual assessments	It is interactive and conducted throughout the learning process
Features	Sharing learning intentions and success criteria with learners Indicates knowledge/skill application Quantitative and qualitative data Evidence of learning captured in multiple ways Teacher feedback and target setting through dialogues/conferences Student involvement through self and peer assessment Context-based and informal	Quantitative data Includes more formal tests, exams, and standardised tests Indication of the development of skills and knowledge Based on teacher judgement and moderation. May be norm or criterion-referenced Limited student involvement	Students are active agents in assessing their own learning Co-constructing and setting their learning goals Having choice, voice and ownership of how they demonstrate their learning Self-assessing and reflecting on their evidence of learning Modifying and adjusting their learning goals based on their reflection to identify next steps

4 MONITORING LEARNING

Monitoring learning involves a continuous process of self-assessment and evaluation against personal goals and success criteria. It relies on various strategies such as observation, questioning, reflection, and engaging in discussions with peers and teachers. Well-considered feedback plays a crucial role in this process, providing learners with the necessary guidance to make progress and take the next steps in their learning.

We use several approaches to support the monitoring of student learning, including:

- Ongoing formative assessment occurs daily through observation, questioning, reflection, discussions with peers and teachers
- Identifying trends in individual, group and class student progress using the ESF Hub
- Teacher analysis of data gained from a variety of summative and formative assessment activities

By monitoring learning continuously and using multiple assessment methods, teachers gain a comprehensive understanding of each student's progress and tailor instruction to meet their individual needs. This approach aligns with the IB's commitment to promoting holistic education that focuses on the development of knowledge, skills, and attitudes.

5 DOCUMENTING LEARNING

Documenting learning involves compiling and presenting evidence of the learning process in a manner that makes it visible and easily apparent. This practice allows learners to showcase their progress and achievements, as well as provide a means for reflection and evaluation. It encompasses utilising a variety of formats, which can be either physical or digital, to capture and present the evidence effectively. Some examples of this are student notebooks across all areas of the curriculum, as well as students' use of ESF Hub, websites, blogs, and student portfolios.

5.1 Student Portfolios

Each student has an online portfolio hosted on the ESF Hub platform, which captures each student's learning and development over time and is designed to demonstrate successes, growth, higher-order thinking, creativity and reflection. A portfolio should be considered an exhibition of an active mind at work. The portfolio contains a collection of different types of learning that has been gathered on a regular basis. The information gathered within the portfolio is shared with the family.

Approximately 6 samples of learning are uploaded to the online portfolio per term - four pieces are posted by the class teacher, and 1 post by each specialist teacher per term. The pieces should reflect a broad range of learning in units of inquiry, subject areas and the Essential Elements of the programme. Samples of learning are tagged against our Core Purpose attributes and the Essential Elements of the programme, with an accompanying description of the experience and learning. Consideration should be given to samples which are able to show progress over time.

6 MEASURING LEARNING

The primary focus of measuring learning is to assist students and teachers in identifying and measuring growth in learning. In addition to teacher assessment, externally marked standardised assessments are used to support a larger picture of student achievement. They aim to capture what a student has learned at a particular point in time. It is understood that not all learning can or should be measured using standardised assessments, and as such, the results are used as a data point to add to the broader, comprehensive view of student learning.

6.1 Standardised Assessment

A range of externally marked standardised assessments are used at Glenealy School. These include BASE, CAT4, NGRT, PT Maths (PTM) and the International Schools Assessment (ISA). Different assessments are administered at specific year levels and points throughout the school year.

- **Reception Baseline Assessments (BASE):** The BASE assessment is administered by the Centre for Evaluation and Monitoring (CEM) at Cambridge University in the UK. It is taken by all ESF students at the start of Year 1 and is repeated at the start of Year 2. The assessment is computer-based and facilitated by a teacher working one on one with the student. The assessment compares each student's performance in mathematics and reading with that of the average child in the whole BASE cohort.
- **International Schools Assessment (ISA):** The ISA is administered by the Australian Council for Educational Research (ACER) and taken by over three hundred international schools worldwide. All ESF Primary students in Years 4, 5 and 6 undertake the assessments in late September or early October. The assessment is pen and paper-based and has been specially developed to measure skills in mathematical literacy, reading and writing (both narrative and exposition). The results are equated from year to year so they can be used to track changes over time at individual and school level. Each student receives a *scale score* in each of the areas of testing. The scale scores within a subject are comparable regardless of the year level of assessment, however, the scale scores are not comparable across subjects.
- **New Group Reading Test (NGRT):** The NGRT is published by GL Assessment, a Renaissance company. It is a standardised, adaptive assessment completed by students in Years 3 and 5 during Term 1. The assessment measures reading skills through sentence completion and passage comprehension tasks. It provides information about each student's reading age and reading attainment compared with students of the same age. The results help teachers identify individual, class and year strengths, areas for development and students who may require additional support or challenge.
- **Progress Test in Maths (PTM):** The PTM is published by GL Assessment, a Renaissance company. It is a standardised mathematics assessment completed by students in Years 3 and 5 during Term 3. The assessment measures students' mathematical knowledge and skills in areas such as number, shape, data handling and algebra, as well as mathematical reasoning and problem-solving. The results provide a snapshot of individual and cohort attainment and help teachers identify strengths, gaps in learning and potential next steps.
- **Cognitive Abilities Test (CAT4):** CAT4 is published by GL Assessment, a Renaissance company. It is a standardised assessment completed by students in Years 3 and 5 during Term 1. The assessment measures students' verbal, quantitative, non-verbal and spatial reasoning abilities. It provides information about each student's cognitive strengths and areas for development, helping teachers understand how students are likely to learn and where they may require additional support or challenge. Unlike a curriculum based assessment, CAT4 focuses on reasoning abilities rather than students' knowledge.

Each of these assessments is one single data point in each child's educational journey. Within our IB PYP framework, we view assessment as a continuous process.

Our teachers analyse this data alongside classroom inquiries and daily observations. This helps them ensure that they are providing the right level of support and provocation to meet every student's individual needs. Rather



than a summative test, this assessment acts as a diagnostic snapshot, helping teachers to refine their understanding of each child's unique learning profile and tailor our inquiry-based approach to their needs.

6.2 Levels of Achievement

We have adopted the ESF descriptors for levels of achievement as outlined in the ESF Primary Assessment and Reporting Essential Agreement (March 2013).

- **Beginning**

"I am beginning to work with the ideas"

The student has begun to demonstrate some evidence of achieving learning outcomes; however, they apply limited knowledge, skills and understandings.

- **Consolidating**

"I can demonstrate understanding in some areas"

The student has demonstrated evidence of the learning outcomes. The student is practising skills and is developing knowledge and understanding. Learning is not fully consistent or independent.

- **Meets Expectations**

"I can demonstrate understanding independently"

The student has demonstrated knowledge of the learning outcomes and is applying knowledge, skills and understandings consistently and independently. Learning is within expectations.

- **Exceeds Expectations**

"I can demonstrate understanding and show someone else"

The student has demonstrated evidence exceeding the learning outcomes in a variety of ways and applies higher-level knowledge, skills and understandings consistently. Learning exceeds expectations.

7 REPORTING ON LEARNING

Reporting on learning informs the learning community and reflects the question "How well are we doing?" Effective reporting practices can illuminate and describe the progress and achievement of each student's learning, whilst also identifying areas for growth. We believe that students flourish when strong partnerships are established through the sharing of knowledge about students and their learning.

Therefore we:

- Provide clear and timely information so that action can be taken to support student progress
- Encourage open dialogue and communication between school and home
- Ensure evidence is used to inform conversations about students
- Provide opportunities for students to share and reflect on their learning
- Work collaboratively with stakeholders, ensuring they have the appropriate information required to support the student
- Value student and parent feedback during the reporting process to inform future teaching and learning

7.1 Reporting Opportunities

Glenealy has organised the following formal arrangements for reporting at key points throughout the year:

- **Student Learning Conferences:** The purpose of a student conference is to review student progress, allowing both students and parents to assess academic achievements and areas for improvement. It is a collaborative meeting where strategies can be discussed and developed to support the student's learning journey. Conferences should strengthen communication between students, parents, and teachers, fostering an engaged and supportive educational environment for each child.
- **Term 1 & Term 2 Reports:** At the end of Term 1 and Term 2, families receive an electronic report identifying students' level of achievement against learning outcomes in mathematics, English Language, Chinese, Physical Education, Music and Visual Arts. These reports include Unit of Inquiry reports against key understandings (based on key concepts). Term 1 & Term 2 reports include a class teacher comment, which includes students' application of skills (connected to the ATLs).
- **End of Year Report:** Towards the end of the academic year, parents/legal guardians receive an electronic report containing tick boxes identifying students' level of achievement against learning outcomes and teacher comments with regard to each student's progress in mathematics, English Language, Chinese, music, and P.E. This is accompanied by a class teacher comment. This report includes Unit of Inquiry reports against key understandings (based on key concepts). EOY reports include a class teacher comment, which includes students' application of skills (connected to the ATLs).

In addition to these formal arrangements for reporting, teachers and school leaders may require additional meetings or discussions with parents/legal guardians to report on an individual student's progress and ways we can best support their learning. These may take the form of, but are not exclusive to:

- **Parent/Teacher Meeting:** This is where a formal appointment is made between the child's class teacher and the parents of the child. The purpose of this meeting is for the parent and teacher to meet one another, develop a rapport and to share information, pastoral or academic, that either party considers important for the success of the child's learning. Confidential information may be shared at this time.
- **IEP (Individual Educational Plan) meetings:** These are formal appointments made between the child's class teacher, the Learning Diversity Leader and the parents of a child who is on the Learning Diversity (LD) Register at either Level of Adjustment 2, 3 or 4. The IEP is created through a shared, team effort to create a plan of support for LD students and focus on the student's current areas of strengths and areas for development. The IEP is where progress and LD support for each student is monitored, reviewed and adjusted at regular meetings throughout the school year.

8 ASSESSMENT AND REPORTING TIMELINE

MONTH	ASSESSMENT ACTIVITY
August	● Y1 BASE testing
September	● Initial PM Benchmark Assessment Completed ● Y2 to Y6 Single Word Spelling Test ● Y3 CAT4 Pre-A assessment ● Y5 CAT4 Level B assessment ● Y4 and Y6 ISA Testing – Reading, Writing and Mathematical Literacy ● English and Chinese Language Moderation
October	● Y3 and Y5 NGRT assessment ● Y4 and Y6 ISA Testing – Reading, Writing and Mathematical Literacy

	• Student Conference • PM Benchmark Assessment as necessary
November	• PM Benchmark Assessment as necessary
December	• PM Benchmark and Tracker Document Term 1 Updated • GS Language Assessment Overview Tracker Document Term 1 Updated • EPortfolio submissions completed ○ Class Teachers - 4 posts per student per term ○ Specialist Teachers - 1 post per student per term • PM Benchmark Assessment as necessary • Y1 to Y6 Term 1 Report
January	• Teacher analysis of data gained from standardised assessments (BASE, CAT4, NGRT, ISA). Triangulate with ongoing classroom assessment and feed into the school development plan. • PM Benchmark Assessment as necessary
February	• English and Chinese Language Moderation • PM Benchmark Assessment as necessary
March	• PM Benchmark Tracker Document for Term 2 Updated • Language Assessment Overview Tracker Document for Term 2 Updated • Eportfolio Essential Agreements Completed ○ Class Teachers - 4 posts per student per term ○ Specialist Teachers - 1 post per student per term • PM Benchmark Assessment as necessary • Y1 to Y6 Term 2 Report • Y6 Exhibition
April	• Y1 to Y6 Student Led Conference and Learning Journey • Mathematics Moderation • PM Benchmark Assessment as necessary
May	• English and Chinese Language Moderation • Y1 BASE retesting • Y3 PTM Level 8 assessment; following the conclusion of the assessments we will analyse the data • Y5 PTM Level 10 assessment; following the conclusion of the assessments we will analyse the data • PM Benchmark Assessment as necessary
June	• PM Benchmark Tracker Document for Term 3 Updated • Language Assessment Overview Tracker Document for Term 3 Updated • Eportfolio Essential Agreements Completed ○ Class Teachers - 4 posts per student per term ○ Specialist Teachers - 1 post per student per term • Y1 to Y6 End of Year Report



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