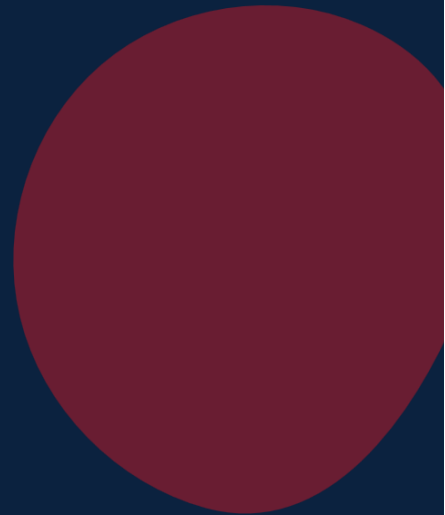


**DAVIS CREEK
PRIMARY SCHOOL**

Assessment Policy 2023 - FINAL



Davis Creek Primary School Assessment Policy

DCPS Mission Vision Values

Mission

Davis Creek Primary School's mission is to develop and support a successful and inclusive environment where all students actively participate in and assume ownership of their learning. Together we create a rigorous instructional program, which promotes globally minded, creative, curious, confident, and reflective lifelong learners and leaders who strive to achieve their personal best.

Vision

Davis Creek Primary School's vision is to nurture a creative and collaborative learning environment where teachers and students can;

- achieve beyond their goals and provide excellence in teaching and learning in a safe, inclusive and supportive education environment.
- develop a professional learning community that is focused on continuous improvement of teaching and learning. Collaboration will support all students to achieve their personal best.
- flourish as caring and respectful individuals who display compassion and empathy and develop authentic relationships.
- be engaged, empowered and energised learners who demonstrate a high level of agency and efficacy so that they can be successful learners and leaders.
- develop positive and genuine partnerships with parents, carers and the wider community, striving to achieve the best possible outcomes for students.

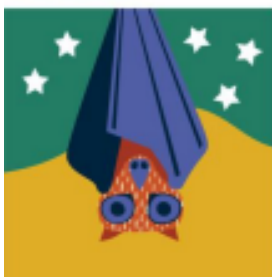
Objective

Davis Creek Primary School's objective is to;

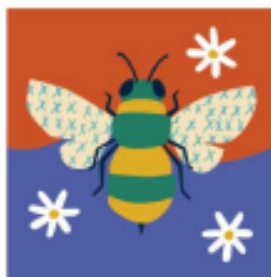
- provide a high-quality education that connects authentically to our world within a supportive, caring and energised environment.
- create a positive culture of inclusion through developing an understanding and respect of different cultures and beliefs.
- develop curious, critical and creative learners who actively engage and feel empowered to acquire the knowledge, skills and attitudes to make a positive difference to themselves, others and our community.
- make learning visible. Learning progressions are displayed in 'learner friendly' language to help our learners know how am I going? Where am I going? and where to next? By making learning and progress visible we empower both our learners and their parents.
- demonstrate agency through provision of opportunities that provide for student voice, choice and ownership with their learning.
- develop positive and genuine partnerships with our local community, so we are partners in learning and striving to achieve the best possible outcomes for students.

Values

C.A.R.E



CURIOSITY



AGENCY



RESPECT



EXCELLENCE



Beliefs about Assessment

IB Beliefs

"Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.

The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process. Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.

Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals.

Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.

Parents and legal guardians become more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community.

Schools become more impactful learning communities when they use assessment as a tool to evaluate the depth of their curriculum and the effectiveness of their teaching. They make decisions about targeting resources and support to the most pressing priorities and professional development needs." (Principles into Practice - Learning and Teaching - Assessment IBO 2019)

Highly effective assessment - (Adapted from Clarke 2012) derived from (Principles into Practice - Learning and Teaching - Assessment IBO 2019)

Authentic: *It supports making connections to the real world to promote student engagement.*

Clear and specific: *This includes desired learning goals, success criteria and the process students use to learn.*

Varied: *It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.*

Developmental: *It focuses on an individual student's progress rather than their performance in relation to others.*

Collaborative: *It engages both teachers and students in the assessment development and evaluation process.*

Interactive: *Assessment encompasses ongoing and iterative dialogues about learning.*

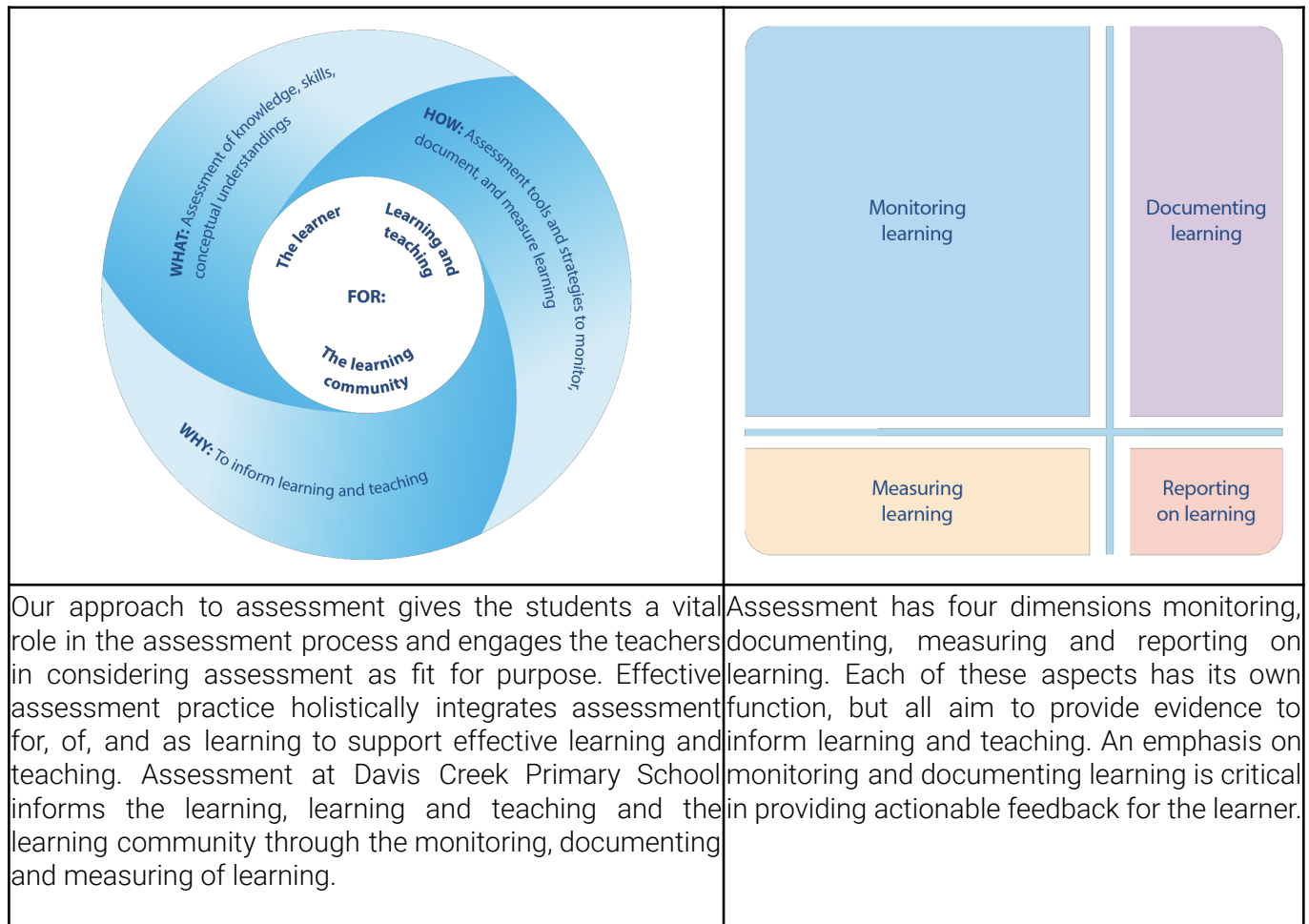
Feedback to feedforward: *It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.*



Davis Creek Primary School Beliefs

Davis Creek Primary School's assessment component is subdivided into three closely related areas.

1. Assessing—how we discover what the students know and have learned.
2. Recording—how we choose to collect and analyse data.
3. Reporting—how we choose to communicate information.



Assessing – How do we discover what students have learned?

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 achievements will enable teachers to plan and refine their teaching accordingly. Well-designed learning experiences will provide data on students' knowledge, skills and conceptual understanding, and is consequently a vehicle for summative or formative assessment.

Assessment in the classroom will include:

- using representative examples of students' work or performance to provide information about student learning
- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplar student work
- keeping records of test/task results.

Effective assessments:

The following criteria for effective assessments are applicable to both formative and summative assessment at Davis Creek Primary School. Effective assessments allow students to:

- share their thinking, 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
- consider a variety of learning styles, multiple intelligences and abilities including different cultural contexts

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 approach to assessment and represent Davis Creek Primary School's answer to the question "How will we know what we have learned?" The strategies are the approaches that our teachers use when gathering information about a student's learning. Teachers record this information using a variety of tools, which are the instruments used to collect data. When choosing appropriate strategies, it is important to take into consideration which 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 cross referenced over time to capture an accurate picture of student learning. These are outlined and agreed upon in planning by the PLC.

Documentation

At Davis Creek Primary School teachers use a range of methods to document student learning as a means of assessing student understanding. This may include, but is not limited to, videos, audio, photographs and graphic representations. Teachers will also use written records of student conversations, comments, explanations and hypotheses as well as annotated pieces of student work.

Moderation

Moderation at DCPS is used within an improvement cycle. Whole school moderation at DCPS takes place twice a year and supports the writing of semester reports. Ongoing moderation takes place through the



PLC process and utilises common formative assessments to plan for learning and teaching, to monitor and evaluate.

The purpose of moderation is to make consistent, valid, evidence-based decisions and is guided by the following principles;

- Before assessment to build agreement around what achievement of standards looks like and plan the teaching and learning program
- As assessment to establish student understanding, monitor progress, and adjust a learning program
- After assessment to support consistency of teacher judgement and alignment with curriculum standards

Moderation focuses both on learners who are on the Victorian Curriculum and the EAL Curriculum.

Moderation days at DCPS also support the allocating of teacher judgements in Reading and Mathematics.

BAS Whole School Data Collection:

BAS stands for the Benchmark Assessment System and is to assess Reading. At DCPS BAS takes place twice a year for the purpose of whole school data collection and to inform teachers in planning for differentiation and setting student goals within the reading workshop and guided reading program. The data collected is represented on the whole school data tracker and year level BAS spreadsheets in the year level reading snapshot. Staff professional development around administering the BAS will be available as part of induction and the ongoing professional development plan at the school. New students who join throughout the school year complete a BAS upon entry.

Assessment Schedules:

Davis Creek Primary School has a whole school assessment schedule which maps assessments completed across a school year. The purpose of the schedule is to align monitoring, documenting, measuring and reporting on learning across the course of a school year.

Each year level also has its own assessment schedule which is updated regularly to reflect the needs of the given year level aligned to the whole school direction and priority.

*In 2023 these assessment schedules are being reviewed on an ongoing basis to inform the PLC process and support the use of the learning cycle tracker to monitor student growth and achievement. Updates are made to the year level document and will be reflected annually in an appendix to the policy.

Whole School Assessment Notes:

F&P BAS = Fountas and Pinnell Benchmark Assessment

Letter ID = Marie Clay - Letter, Sound and Word

HFW = Oxford Words High Frequency Words

Foundation - 2 Reading Response = Equal weight given to oral and written responses

Heggartys P/A = Phonological Awareness assessment to be delivered in entirety at the beginning of the year, then according to areas taught

Writing CFATs to align with PLC planning cycles and according to areas of need and targeted teaching

Spelling CFATs aligned with Scope and Sequence

Student Files - Cumulative Records

A student file will be provided for each student and is to hold a record of each student's progress from the time the student arrives at school until the student exits. It is the classroom teacher's responsibility to keep this file up to date with school-based assessments and documents. These assessments and documents are outlined in the student profile template which is completed by the classroom teacher at the end of every school year. Each year teachers are expected to collect the following assessment for each of their students and place these in the student files.



<p>Student Learning Interviews Term 1 and 3 – record sheet. - This was filled in if parents attended the interview.</p>
<p>Mathematics: Essential Assessment - Summary Overview Page</p>
<p>Reading: Fountas & Pinnell BAS record from Term 1 and Term 3 (Highest Instructional Level) Last Reading Record for Term 4 (if applicable)</p>
<p>Writing: 2 recent independent writing samples</p>
<p>Spelling: E.g. HFW words (read and write), letter identification and sound relationships.</p>

Reporting – How do we choose to communicate information about assessment?

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 Learning Programs at the school. Reporting at Davis Creek Primary School, is the most public of the school's assessment policy, and as such careful consideration is given to provide clear information that is useful to parents and students. At Davis Creek Primary School reporting takes on many forms including written reports and conferences.

Celebrations of Learning

Celebrations of learning at Davis Creek Primary School involve the students and the parents. They take place at an identified time in the year connected to a Unit of Inquiry that teams agree to highlight and celebrate with families. The students lead the celebration in order to take responsibility for sharing their learning and progress to their parents. It takes place in the format of an open afternoon where the classroom is open in a session on a chosen day and parents come to join students in the classroom. All students and parents will be in the room at the same time celebrating their learning, with the teacher available to offer support as required.

The celebration of learning may involve the students discussing and reflecting upon samples of work that they have previously chosen to share with their parents. These samples will have been selected with guidance and support from the teacher and the student may have identified strengths and areas for improvement. The celebration of learning supported by the examples of the student's work enables parents to gain a clear insight into the learning their child is doing and offers an opportunity for them to discuss it with their child.

The celebration of learning may also involve students and parents engaging together in a learning task or activity connected to a Unit of Inquiry. Examples include but are not limited to engaging in a learning task or game together, working together on a current piece of work or project. The celebrations of learning are one of the ways that Units of Inquiry are reported on to parents.

Learning Journals

A Learning Journal provides a record and celebration of a student's learning journey. It provides evidence of student progress and development throughout the course of a year. Evidence of learning comes from a range of experiences and curriculum areas. A Learning Journal demonstrates student involvement in learning and allows students to reflect on and share their learning experiences and thinking with others.

A Learning Journal demonstrates the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the Learning Profile. Both the process of learning and the product are displayed in the Learning Journal. It is owned by the students and is created through close collaboration with their teachers.

The learning journals at DCPS will begin a trial implementation year in 2023 with teaching teams investigating and trialling different ways in which to present, store and facilitate the use of Learning Journals in the classroom to document and share learning..

In 2023 the learning journal may have;

- a variety of work from across the curriculum areas; evidence of learning from each Unit of Inquiry, Mathematics, English and specialist subject areas (Art, PE, STEM and Japanese).
- evidence of student goals and student reflection and peer and self-assessments/reflections.
- as the learning journal is documentation of a student's learning journey there will be evidence of the process of learning, drafts, thinking routines, planning and final copies, not always published pieces.

Parent Teacher Interviews - Student Learning Interviews

At DCPS parent teacher interviews are referred to as student learning interviews. These are held in Term 1 and Term 3. It is a time to share feedback with parents on students' learning goals and progress to date from the term and the continuous reporting items distributed during the term. Teachers use the Learning Interview Note Template to record notes to guide their conversations. PLC teams will discuss interviews prior to the time to support all staff in having consistent, professional conversations with families. Teachers take notes during the interview as required and the template sheet then goes into the students file.

The Written Report

Written reports are seen as a summative record for students, parents and the school itself of a student's progress. School reports clearly indicate areas of strengths and areas for improvement across the school curriculum, and reinforce the underlying values of the school.

End of Semester Reports

Semester reports are distributed at the end of Term 2 and Term 4. The report writing style guide, guides teachers to construct their personal comments in line with the expectations of the school, including school values, top ten habits and an inquiry mindset. Examples are included in the guide for teachers to follow. A matrix/rubric is included to assist teachers in making a judgement about effort and behaviour as marked for English and Mathematics and Specialist Areas. The end of semester reports are distributed by Compass and the PLC process will support staff in preparing for reporting and using the compass system.

Continuous Reporting

Continuous reporting schedule, continuous reporting items are sent out via compass and contain a task description relevant for the whole year level created by the PLC leader which gives an indication of the collection of the reporting evidence and the learning students have engaged with to support this. I can statements are developed by teams and are used with a 5 point scale to report on student engagement and achievement.



Continuous Reporting Schedule

Term 1 -	
Reading - Based on information gained during BAS collection, observations in guided reading and the reading workshop, snap word/spelling assessments.	Mid Term - Learning Task Loaded on Compass for Parents
Mathematics - (Specific to the year level area of study across the term) Based on essential assessment information and anecdotal, observational notes during the Maths workshop.	End of Term - Learning Task Loaded on Compass for Parents
Term 2 -	
Writing - Based on the indicators/phases, whole school moderation and writing conference observations during the writing workshop.	Start/Mid Ter, - Learning Task Loaded on Compass for Parents
Semester Report	Week 10
Term 3 -	
Reading - Based on information gained during BAS collection, observations in guided reading and the reading workshop, snap word/spelling assessments.	Mid Term - Learning Task Loaded on Compass for Parents
Mathematics - (Specific to the year level area of study across the term) Based on essential assessment information and anecdotal, observational notes during the Maths workshop	End of Term - Learning Task Loaded on Compass for Parents
Term 4 -	
Writing - Based on the indicators/phases, whole school moderation and writing conference observations during the writing workshop.	Mid Term - Learning Task Loaded on Compass for Parents
Semester Report	Week 10/11

The Exhibition

The exhibition is the culminating, collaborative experience in the final year of the PYP which at Davis Creek Primary School is Year 6. The exhibition is an authentic process for students to explore, document and share their understanding of an issue or opportunity of personal significance. In the PYP exhibition, students demonstrate their understanding of an issue or opportunity they have chosen to explore. They undertake their investigation both individually and with their peers, together with the guidance of a mentor. Through the exhibition, students demonstrate their ability to take responsibility for their learning—and their capacity to act—as they are actively engaged in planning, presenting and assessing learning. The

exhibition is a powerful demonstration of student agency, as well as the agency of the community that has nurtured them through their years in the PYP. The learning community participates in the exhibition, supporting and celebrating the development of internationally minded students who make a positive difference in their lives and the lives of others. The entire learning community is involved in the exhibition, either in the organization and timing, in accessing resources (including primary resources in the wider community) or as mentors throughout the process. The community celebrates with students at the exhibition celebration.

Sources -

From Principles into Practice - Learning and Teaching - Assessment IBO 2019 - [pyp_11162-51465-en_id-e433028b-b1a6-4020-bfe3-855927995871.pdf \(ibo.org\)](https://pyp_11162-51465-en_id-e433028b-b1a6-4020-bfe3-855927995871.pdf)

Davis Creek Primary School Staff Handbook 2022 - [Link](#)

Davis Creek Primary School Whole School Assessment Map 2022 - [Link](#)

Davis Creek Primary School Website - <https://davis creekps.vic.edu.au/our-school/>

