

Assessment and Marking in the Primary Years Programme (PYP) Policy – Hampstead and Kensington

Southbank International School is committed to a liberal ethos, academic rigour and the values of the International Baccalaureate.

We believe that assessment is the gathering and analysis of data on a student's development. Assessment enables us to identify what students know, understand, can do and feel in the learning process and helps to set goals for future learning.

Purpose

The purpose of effective assessment is to:

- understand and know how to support our learners
- be an ongoing process, provide feedback and allow the student and teacher to plan for future learning
- consider the whole child, allowing for differentiated learning as part of our core values
- provide evidence of progress which can be recorded and shared through various forms of documentation and with all stakeholders.

Effective assessments allow

Students to:

- demonstrate and share their learning and understanding
- set goals to improve their learning
- use their own learning strategies and build on their own strengths
- build confidence in their own learning and self
- express their points of view
- understand what their own needs are and how to improve
- use their prior knowledge to build on and guide the inquiry process

Teachers to:

- understand feedback from students
- clearly define student needs
- define expectations and outcomes for student/teacher-led inquiry
- acquire data that can be used to inform students, teachers, grade levels, school, and parents
- interpret both quantitative and qualitative data
- prepare for future inquiries and student questioning

Parents to:

- understand student learning
- provide support outside of school
- celebrate learning and student accomplishment
- observe and track student progress and growth

Assessment Types

- **Pre-assessment:** takes place prior to, or at the beginning of new learning. This informs planning, teaching and learning.
- **Formative assessment:** is interwoven with daily teaching and learning. It informs teaching and learning.
- **Summative assessment:** takes place at the end of the teaching and learning cycle and gives students the opportunity to show what they have learned (know, understand, can do and feel). Within a unit of inquiry it measures understanding of the central idea.
- **Self-assessment:** in which learners take an active role in gathering and analysing or reflecting about their own performance.
- **Peer assessment:** in which learners give feedback on each other's learning, allowing students to talk, discuss, explain and challenge each other.
- **Baseline and tracking assessments:** allows teachers to track **Student Progress Over Time (SPOT)**

Strategies

- **Observations:** take place throughout the teaching and learning cycle both formally and informally focusing on whole class and individual learning.
- **Performance assessments:** are goal-directed tasks with established criteria that are generally open-ended.
- **Process-focused assessment:** in which students are observed often and regularly, collecting multiple observations to enhance reliability, and synthesise evidence.
- **Selected responses:** single occasion, one-dimensional exercises eg, tests and quizzes.
- **Open-ended tasks:** situations in which students are presented with a stimulus and asked to communicate an original response.

Tools

The previously mentioned assessment strategies may be put into practice using the following assessment tools:

- **Rubrics:** established sets of criteria used for scoring or rating children's tests, portfolios or performances. The descriptors tell the child and the assessor what characteristics or signs to look for in the work and then how to rate that work on a pre-determined scale. Rubrics can be developed by children as well as by teachers.
- **Benchmarks and exemplars:** samples of children's work that serve as concrete standards against which other samples are judged.
- **Checklists:** lists of information, data, attributes or elements that should be present.
- **Anecdotal records:** brief written notes based on observations of children.
- **Continua:** These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in a process

Reporting and Documentation

Written report

For students in Early Childhood to Grade 5 reports will be distributed in December and June/July of each school year.

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Date reviewed: March 2017

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The written report provides feedback to students and parents on the student's progress in the following areas:

- Approaches to Learning
- Language (Reading, Writing, Speaking, Listening, Viewing and Presenting)
- Learning Support (where appropriate)
- Mathematics (Data Handling, Measurement, Shape & Space, Number and Pattern & Function)
- Music
- Physical Education
- Spanish/EAL
- Units of Inquiry
- Visual Arts

The **Learner Profile** forms part of the basis of the written report. Student demonstration of the profile attributes may be reflected in the teacher's narrative comments.

As ICT is seen as a tool for learning in the PYP it is reported on through the different disciplines.

Student-led Conferences

Students in all grades are responsible for planning and conducting a conference with their parents during a Student-led Conference day in April/May.

This is an opportunity for students to share their growth, successes, challenges and future goals with their parents. Parents get first hand information from their own child. Classroom and specialist teachers work with students in advance to help them prepare and practise for their conference (see separate guidelines).

Ongoing Communication with Parents

Teachers are encouraged to communicate regularly with the parents of their students about all aspects of the child's life at school. Communication may be by email, scheduled or informal meeting or phone call.

Standardised Testing

- Students from Grade 1-5 take the Southbank mathematics tests in September and May. Students in Kindergarten (where appropriate) to Grade 5 take Reading tests in September and February.
- Students in Grades 3-5 take the International Schools Assessment (ISA) standardised tests in October. This test assesses Reading Literacy, Mathematical Literacy, Writing (Narrative and Expository). Student ISA test results are shared with parents when the results arrive in January.
- Students' Progress Over Time (SPOT) is tracked using the Southbank data management system (iSAMS) and staff use the data to develop intervention and support or for students.

Marking Policy

Aims

We recognise that marking and feedback are crucial to the assessment process. Effective assessment enables children to become independent and confident learners. At Southbank all children will have their learning marked in such a way that it will inform future learning, develop their self-confidence, model assessment of their work and provide opportunities for self-assessment.

Marking of children's work in all areas should be regarded as a regular means of formative assessment that is linked to the learning objective within a unit of work. Marking should be a positive experience for a child. It should focus on what the child can do, help them understand mistakes and clearly state clearly the next step in their learning.

Principles for Effective Marking

Marking should:

- provide clear and timely feedback to children about strengths and areas for improvement in their learning
- feedback and feed forward should relate to specific learning objectives and success criteria
- recognise and encourage children's effort and progress
- inform planning and future learning
- be appropriate to age and ability
- be consistent - teachers within a grade level use the same criteria to give feedback to students with acknowledgement of the individual learner
- be goal referenced focusing on one or two key areas for improvement at any one time
- encourage self-assessment and reflection by the child where appropriate
- include peer assessment to be carried out where appropriate
- note common errors for future planning
- correct key spelling and digit errors

Strategies

We recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning. At Southbank we have decided to use a combination of the following strategies:

Marking Code: The key to any good marking is that children have seen good modeling by the teacher and understand what it means (see attached age appropriate marking code).

Oral Feedback: It is important for all children to have oral feedback from a teacher depending on the task. This dialogue should focus upon the successes and (V) will be written on the child's work meaning verbal. Where verbal feedback has been given, a written comment referring to this feedback should be evident either on the learning, or corresponding anecdotal records kept by the teacher.

Distance Marking (marked by a teacher when a child is not present):

- Comments should be written to reflect the children's level of understanding

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- Children need time to read and respond to marking (RTM) prior to starting a new piece of work
- In Kindergarten and EC classes, marking is always carried out with the child

Peer and Self-assessment

The use of peer and self- assessment should be a regular feature of learning in each classroom. When giving feedback children should be providing positive feedback to others and as they move through the school should be supported to learn the skill of providing positive criticism to their peers through modelling. For example “What went well (WWW) and I think it would have been even better if (EBI).....

- Students should create agreements about how to respond to partner/peer assessment/feedback to ensure self-esteem is safeguarded
- In general students should be taught and encouraged to use the agreed marking codes when peer marking
- Strategies such as the use of smiley faces, traffic lights or thumbs up may be used to demonstrate levels of success as a self-assessment or peer assessment strategy
- Children should be trained in the process of self-evaluation/peer assessment. They need to know how to look for success measured against criteria and suggest improvements
- At the end of a unit of work, children may be asked to self-assess against agreed success criteria.

Monitoring and Evaluation

The management team will review samples of work from each class to monitor the implementation of this policy. The desired outcome of this policy is:

- Improvement in children’s learning
- Greater clarity amongst children, teachers and parents concerning children’s achievements and progress
- Greater consistency in assessment across the school

Marking Symbols and Codes – Kindergarten

General Codes



Symbol	Meaning
V	Verbal
T	Teacher Support
Teacher's initials and date	Teacher has seen this work
√	Fulfilled objectives

Mathematics Codes

Symbol	Meaning
√	Correct
5 —	Reversal Teacher model correct orientation

Marking Symbols and Codes – Grades 1-5

General Codes

Symbol	Meaning
V	Verbal
T	Teacher Support
S	Student Marking
Teacher's initials and date	Teacher has seen this work
 Two stars or WWW (What Went Well)	Feedback
 A wish or EBI (Even Better If)	Feedforward

Writing Codes

Symbol	Meaning
a ≡	Switch case
^	Insert word
/	Delete
#	Space needed
//	Begin a new paragraph
O	Insert punctuation
sp	Check spelling
?	Doesn't make sense

Mathematics Codes

Symbol	Meaning
√	Correct
Δ	Incorrect – check answer
5 —	Reversal Teacher model correct orientation