



Woodford International School

P.O. Box R44, Honiara, Solomon Islands

Tel: (+677) 30186

www.wis.edu.sb | communication@wis.edu.sb

Assessment Policy

WIS Mission Statement:

Woodford International School is a community of learners that builds on each child's strengths, drawing from our diverse local context and a rich international curriculum, to develop globally ready learners equipped to shape their future and achieve their dreams.

The Primary School assessment policy supports this mission, seeing assessment as a fundamental component of our curriculum. Assessment at WIS is a continuous process, and essential to learning and teaching. It is how teachers gain knowledge of students' needs, achievements, interests and abilities, thereby enabling effective planning, and delivery.

Defining assessment and evaluation:

The nature of assessment is determined by what it will be used for.

Assessment

Assessment is the process of gathering information on student learning from a variety of sources in order to accurately determine how a student is achieving the identified learning expectations at different stages of the learning process.

Evaluation

Evaluation is the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent the level of achievement attained. Without careful evaluation of assessment results, the purpose and value of assessment is lost.

1. Purposes of assessment

The primary purpose of assessment at WIS is to improve student learning. Specifically, it informs students, teachers, parents, and administrators:

Students

Reflections and assessments:

- Enable students to understand where they are on their own learning journey, where they need to go, and how best to get there.
- Allow more control over their learning; planning and managing the steps.
- Encourage learners to take responsibility for their own learning.

Teachers

Information gathered from assessment and evaluation serves to guide teachers in reflecting on their practice, allowing them to:

- Reveal each student's strengths and areas for development.
- Diagnose specific learning needs.

- Guide, adapt and improve curriculum, instructional and assessment approaches to meet the needs of all students.
- Assess the overall effectiveness of classroom practices.
- Assess the overall effectiveness of the programme.
- Assist students with assessing their own learning and progress
- Communicate accurate information about student learning to parents, administration and school authorities.
- Create a foundation for reporting to parents.

For Parents

Assessment practices are applied to::

- Provide parents with ongoing and varied information on their child's progress.
- Assist parents in providing support, as 'partners' in the individual learning journey of their child.
- To understand their child's progress, performance and levels of achievement in relation to the Programme offered at WIS.
- Serve as a basis for reporting.

For Administrators

Monitoring to:

- Use assessment and evaluation data to reflect upon the Programmes offered at WIS as well as the WIS curriculum, Vision, Mission and Strategic Plan.
- Provide information for school review and development
- Determine professional learning
- Provide information for governance

2. Principles of assessment

At Woodford International School (WIS) we use a variety of assessment strategies and tools. **For assessment to be effective, it should allow the student to:**

- Demonstrate knowledge, conceptual understanding and skills.
- Participate in reflection, self and peer assessment.
- Know and understand in advance the criteria for producing a product or performance.
- Share their learning and understanding with others.
- Use a variety of learning styles to express their understanding.
- Base their learning on real-life experiences that can lead to further inquiry.
- Analyze their learning and understand what needs to be improved.

For assessment to be effective, the teacher should:

- Make sure students are aware of the learning objectives and encourage them to evaluate their progress so that they understand the next steps they need to make.
- Evaluate students learning to identify those students with particular needs so that any issues can be addressed.
- Provide clear feedback that allows students to identify their strengths, areas for growth, and set goals.

- Produce evidence that can be reported and understood by students, parents, teachers, administrators and Board members.
- Incorporate formative assessment and observation opportunities in medium and short term planning.
- Be mindful of different cultures and learning styles.
- Use ongoing and regular formative assessment during teaching and learning to inform and support student development.
- Use informal observations to give students feedback on their mindsets, dispositions, and approaches to learning
- Encourage student reflection as a way of gathering information about the learner profile.
- Use a variety of tools and strategies. Quality rather than quantity are important factors in data collection.
- Engage students in reflecting on their learning.
- Develop clear assessment tools.
- Keep accurate records of assessment data.

How do we involve students, teachers and parents in the assessment process?

- Parents are encouraged to make appointments with the class teachers at any time during the year to ask questions or raise concerns about their child's progress.
- At the beginning of Term one, parents are invited to come into their child's class room where they will be shown around and told about the day to day running of the class.
- Formal conferences between parents, teachers and students take place through the three way conferences held at the end of term one at all year levels.
- Single subject teachers are also available at interview times or at any time by appointment.
- Student-led conferences are held across the Primary school at the end of term 3.
- All members of the WIS community are invited to attend many events throughout the year; weekly
- assemblies, athletic carnival, book week, PYP exhibition and end of year concert.
- The weekly email is used to inform parents of ongoing practices and gives information on dates, times and purposes of interviews and reporting.

3. Types of assessment

At WIS we employ:

- Assessment **FOR** learning through making decisions that affect teaching and learning in the short term.
- Assessment **AS** learning focusing on the explicit fostering of students' capacity over time to use reflective skills to assess their own work and that of their peers.
- Assessment **OF** learning to record and report what has been learned in the past. It is designed to provide information on the student's achievement level against specific objectives and is usually the assessments that are formally reported

Formative assessment provides information that is used to plan the next stage in learning. It is interwoven with learning and it helps teachers and students to find out what the students already know and can do. Formative assessment aims to promote learning by giving regular and frequent

feedback. This helps students to improve knowledge and understanding, to foster enthusiasm for learning, to engage in reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in understanding.

Summative assessment aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It normally takes place at the end of the teaching or learning process. It can assess several elements simultaneously; it informs and improves students' learning and the teaching process. It measures understanding of the big idea.

The PYP Exhibition is the ultimate summative assessment which takes place in the last year of Primary school. It is a significant event in the life of a PYP school and student: an opportunity for students to showcase their knowledge and skills and exhibit the attributes of the IB learner profile. It is also a celebration of their moving from Primary to Secondary school. Our year 5 students prepare a PYP exhibition during term 4. The process involves the participation of the students, parents, year 5 teachers, single subject teachers and the PYP coordinator.

Standardized tests may be used:

- To assess basic skills (literacy and numeracy) across cohort groups on an annual basis
- To direct school resources appropriately
- To analyse strengths and weaknesses in basic skills
- To inform teaching and learning regarding basic skills
- To assess individual students at the point of entry to the school where required
- To help students to set goals.

Portfolios

Portfolios: A collection of artifacts that can also contribute to reporting (From Principles to Practice: learning and teaching)

Portfolios will:

- Include a range of student work samples from across all subject areas.
- Include formal and informal assessment, self and peer assessments.
- Be a reflective portfolio where students discuss their learning process using labels.
- Be used as a tool for reporting purposes and looking at improvements that have been made in student's learning and strategies.
- Be used and discussed during learning journey conferences.

4. Keeping of individual and progressive records

At WIS it is each teacher's responsibility to keep ongoing records of the assessment made on the students they teach.

5. Assessment strategies

At WIS we use a balanced range of strategies and tools for Assessment FOR, AS and OF Learning. Day-to-day assessment involves the teacher and students focusing on how learning is progressing, determining where improvements can be made, and identifying the next steps.

Strategies used to develop this are:

- Questioning: e.g. asking questions to assess student's prior knowledge in order to be able to adapt the learning to their needs. Asking a range of questions from literal to high order, using thinking time and pair sharing.
- Observing: e.g. watching children's actions and listening to their discussions to assess their learning as it is happening, making planned observations of individual students to support their learning in the classroom.
- Discussing: e.g. holding brief discussions with students to gauge understandings or misconceptions, have class or group discussions to find out what the students have learned and want to learn..
- Analyzing: e.g. quizzes, oral and written reports, essays, research projects, case studies, criteria based rubrics, and marking and assessing written work
- Checking students' understanding e.g. conducting recall tests, brief review checks that show what the students have learned.
- Engaging students in reviewing progress e.g. developing self and peer assessment, review lessons during which teachers carry out feedback with individuals or groups of students in order to identify the progress that has been made.

6. Assessment in WISE (Woodford International School Early Years)

WISE teachers use milestones of child development that are focused on providing age and stage appropriate opportunities for promoting and enhancing child development and learning. Because children learn and develop by experiencing the world as a whole, these milestones cover six major domains of development which are inextricably connected. The domains are: social and emotional; language and literacy; approaches to learning; cognition and general knowledge; the arts; and physical development and health.

Teachers use these milestones when observing and listening, to inform their planning, to monitor and track each child's progress, and as a checklist for reporting purposes. They are a reference point for conversations with parents.

7. Reporting to parents/guardians

Reporting is a means of giving feedback from assessment. It describes the progress of the student's learning, identifies areas of growth and reflects on the values and culture of our school.

Effective reporting:

- Involves students, parents and teachers.
- Reflects what the school community values.

- Is comprehensive, honest, fair and credible.
- Is clear and understandable to all parties.
- Shows growth and progress of student learning over time.

At WIS we have four set reporting periods to parents. They are:

- **Three way conferences:** These are carried out at the end of term one and inform the parents about their child's settling in and progress. They are the platform used for forming personal goals. These conferences are led by the students with support from teachers and parents.
- **Written report:** These go out at the end of semester one (term 2) and semester two (term 4,) and give parents information about their child's learning dispositions, social and emotional development, and academic progress. They outline strengths and areas for growth.
- **Learning Journey.** These are held toward the end of term 3. A Learning Journey is a conference where the student leads their parents to share their learning and the growth they have made throughout the school year.

This policy is a working document, which will be reviewed and amended on an as-needs basis.