



ESF International Kindergarten Tung Chung Assessment Policy

Our Philosophy

At Tung Chung Kindergarten we believe assessment is an intentional and authentic way to understand students in their school environment. It is a continuous vehicle for evaluating each student's demonstration of the essential elements of the IB PYP. Ways of assessing are varied and differentiated. They provide qualitative and quantitative data from which we evaluate children. Through pre-assessments, formative and summative assessments we gather explicit information on how and what students learn. Students participate in the assessment process through self-assessment in order to regulate and recognize their own learning and through reflection. In our culture of growth mindset students expand their own knowledge and share their learning with peers and teachers. Through well-designed play engagements in the environment, students interact socially throughout the day, which informs ongoing evaluation of student progress. Assessment validates learning and student discoveries and makes learning visible for all stakeholders.

In writing this policy the school has considered:

Assessing – how we discover what the students know and have learned

Recording – how we choose to collect and analyse data

Reporting – how we choose to communicate information

Purpose of Assessment at Tung Chung Kindergarten

Our thorough processes facilitate communication of student progress and achievement with all stakeholders, including the purpose, methods and criteria for success. We are able to evaluate the efficacy and global relevance of the curriculum so that we can continually improve and enrich current and future learning.

Assessments are a vehicle to find out children's understanding of the essential elements of the PYP, and they enable teachers to plan and personalise the curriculum. Through information gathered from diagnostic, formative, and summative assessments, we plan our written and taught curriculum.

Ways We Communicate

At Tung Chung, we believe that good communication between teachers, students and their parents plays an important part in improving student learning and growth.

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 PYP programme. Effective reporting involves parents, students and teachers as partners. Teachers write a curriculum newsletter every two weeks to report the learning that has been happening in the classroom, with explicit links to the essential elements of the program and key understandings of the unit of inquiry. We have an open door policy and parents and teachers regularly communicate via the communication book, emails and phone calls. We also provide regular scheduled conferences throughout the academic year. In addition, parents may make appointments to meet with their child's teacher at any time in the year to discuss their child's progress or if they have any concerns or questions.

We write individual reports twice a year and have scheduled conferences three times a year. We maintain an electronic form of reporting on each student individually as measured against learning outcomes through the Virtual Learning Environment (VLE) by uploading evidence tagged to learning outcomes twice a month.

Written Reports

At Tung Chung written reports are seen as a summative record for students, parents and the school itself of a student's progress. Assessment information is reported to parents through a mid year and end of year written report. These reports reflect the child's demonstration of the Essential Elements of the PYP as well as subject specific learning outcomes based on IB and ESF scope and sequence documents. Written reports are available for parents on the VLE Moodle platform. Parents are informed when their child's reports are updated.

Hope and Fears Conference

The Hopes and Fears conference is between teacher and parents and takes place within the first week of the school year. This is a listening conference. The teachers listen to parents so they can find out more about their child and support and join them on their journey of learning. Teachers send out a pre consultation questionnaire with a few questions for parents to reflect on and bring along to the consultation.

Parent/Teacher Conferences

Parent/Teacher Conferences take place once a year and are designed to give parents information about their child's progress, development and needs. Information about the curriculum and learning taking place in the school is also shared. Teachers are able to use this opportunity to gather background information, to

answer parents' questions and to address any concerns. Parents have the opportunity to provide the teacher with the cultural context of the student's learning.

Student Led/3 Way Conference

Student-Led/3 Way Conferences involve parents, students and teachers. They put children at the centre of the discussion with their parents. Students have the opportunity to celebrate their learning with parents, discuss progress to date and discuss next steps. The Student Led part of the conference is when the child shows parents what they have been learning and participates in learning engagements with their parents. Students are responsible for leading this part of the conference. The 3 Way component is when the teacher meets with the parents and child together. The conferences are carefully prepared and students and parents are helped to understand their roles before the conference.

Celebration of Learning

Celebration of Learning events are held a minimum of twice per year as a way for parents to participate and communicate with their children. Celebrations of Learning also support the parent community to develop greater understanding of the PYP curriculum and pedagogy. Classrooms and extended classroom areas are set up with a range of learning experiences. These are accompanied by a brief description of the learning activity and suggested questions to help parents engage in the experience alongside their child and support reflection. Key learning experiences descriptions how the learning has developed throughout a unit is documented and displayed in the classroom for parents to view.

Principles of Assessment

At TCK we assess students through a developmentally and age appropriate lens. We believe in social constructivism and that learning occurs as students interact with adults and peers in well designed engagements. The evaluation of each child's progress is holistic and is achieved through an assessment cycle that consists of listening, observing, analysing and documenting his or her learning in these interactions. Students are measured against specific learning outcomes that have been collaboratively created by professionals in the sixteen kindergarten and primary schools in ESF. The learning outcomes are derived scope and sequences that are aligned to IB PYP expectations.

Tung Chung Kindergarten aims to be inclusive and seeks to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Our kindergarten promotes, supports and monitors the success of all pupils

regardless of race, gender, disability or special educational needs in line with the ESF SEN policy.

Assessment Practices

Pedagogical documentation

Teachers in Tung Chung reflect on and analyse children's learning, and document it in such a way that makes children's thinking visible to the wider community. Teachers use pedagogical documentation to reflect on learning experiences with students. It is displayed and utilized in the physical environment.

Documentation of learning should include but is not limited to:

- Informal observations of social interaction
- Focused observations of individuals
- Diagnostic Language assessment (Wellcomm)
- Transcripts
- Anecdotal Notes
- Videos/ photos
- Student reflections (scribed, drawn or written or recorded)
- Work samples
- Individual class records
- Checklists-learning outcomes based on unit planners & scope & sequence in all areas
- Rubrics for each unit of Inquiry
- Peer Assessment
- IEP's and/or SEN reports
- Pedagogical documentation on displays or in other formats eg. vignettes, learning stories etc.

We pre-assess to determine student readiness for new concepts and next steps. Teachers reflect on developmentally appropriate practice and provide personalised student learning opportunities. This process provides a composite picture of children's thinking and learning.

Resources

Making the PYP Happen

ESF Kindergartens assessment policy