

KIMBOLTON SCHOOL

Assessment and Evaluation Policy

RATIONALE:

At Kimbolton School we assess to improve learning and teaching. Analysis of results allows teachers to reflect on and modify their teaching to ensure they are better able to meet student needs. Information is gathered to build clear profiles of the student's achievements and to help improve and direct the quality of our learning programmes. Formative assessment is an important part of learning and teaching at Kimbolton School.

PURPOSE:

1. To build up a complete picture of what a learner can and cannot do and to provide direction on what their next steps are
2. Assessment information should be used to set clear learning goals for each child.
3. Evaluation is a link between learning and planning. Teachers should use evaluation to organise activities and programmes, and to check the effectiveness of those programmes. Effective evaluation should lead to improvement in both the quality of learning and teaching programmes.
4. To assist the process of self-review by students and teaching staff

GUIDELINES:

Assessment may be both formative and diagnostic

1. Teachers should collect information through

- Day to day observations
- Testing (eg ; Running records / informal prose, six year net, GLOSS, JAM, school entry assessments, spelling, P.A.T, STAR)
- Conferencing
- Anecdotal material
- Parents' comments
- Discussion with other teachers
- Peer assessments
- Self-assessments

2. The collection of data is necessary in order for teachers to make overall teacher judgments
When assessing students against the National Standards in Reading, Writing and Mathematics.
3. Formative assessment is ongoing assessment and an important part of all learning and teaching
4. Teachers are required to have, as part of their planning, formative assessment tasks that involve students

5. Teachers will involve students in setting assessment criteria and provide specific feedback
6. Formative assessment activities will be integrated into learning activities and not separate
7. Assessment needs to guide teachers and students on what to do next
8. Information should be clear, concise and relevant to learning. All statements should be able to be substantiated.
8. Data on its own has little use - it should be analysed and interpreted
9. Data on its own has little meaning—it should be analysed and interpreted
10. Methods of assessment should involve the child, be non-threatening and feedback should be constructive.
11. Individual children's portfolios, with assessment information will be kept while at Kimbolton School. These files will progress through the school with the child.
12. There is a programme for school wide data collection

EXPECTED OUTCOME:

All record keeping should be efficient, up to date and relevant to learning. Assessment and evaluation will be used to further student learning.

Approved _____ **Date:** _____

ASSESSMENT STATEMENT AND GUIDELINES

“The primary purpose of school based assessment is to improve students’ learning and the quality of learning programmes” (NZ Curriculum Framework)

Assessment is a tool which provides feedback to improve teaching and learning

Assessment helps to focus on teaching, learning and student achievement

Assessment is the heart of teaching and learning and also of school programme development

Assessment influences policy development

The purposes of gathering assessment information at Kimbolton School are to

- * provide appropriate learning opportunities for children
- * provide appropriate feedback to children and identify the next step
- * provide appropriate feedback to parents
- * modify teaching programmes
- * develop programmes suitable to the needs of the children
- * improve the achievement of individual children
- * evaluate curriculum and teaching programmes
- * provide information for strategic planning and development plans
- * provide a means of evaluating progress toward raising achievement and reducing disparity
- * provide assurance about the quality of education at Kimbolton School
- * provide teachers with information to enable them to make overall judgements for assessments against National Standards

Formative Assessment

‘Formative Assessment is an essential feature of classroom work and development of it can raise standards’ (NZEI)

Formative assessment provides for on the job feed back, the use of oral and written prompts, marking with students and feed forward.

Kimbolton Writing Matrix

Kimbolton Maths Matrix

Teacher /child conversations

Teacher judgement of specific tasks

Teacher designed tests

Feedback

Suggestions for next steps

Summative Assessment

May be taken from formative assessment and used for reporting achievement and progress.

Many types of assessment may be used eg

Teacher based

Comparisons

School Entry Assessment

Six Year Net

Spelling lists

South Australian Spelling (Peters)

Running records
Informal Prose
ARB Assessments
Unit assessments
Basic facts tests
Exemplars
PAT
Star
Numeracy—I Kan, GLoSS , JAM, Dinah Harvey Knowledge
ICAS Tests

Self Assessments

Peer based

Parents

At Kimbolton School Assessments should be made against success criteria of all units with an emphasis on Literacy, Numeracy and the Arts.

PROGRAMME FOR ASSESSMENT

There is an annual assessment, evaluation and reporting plan drawn up each year.