

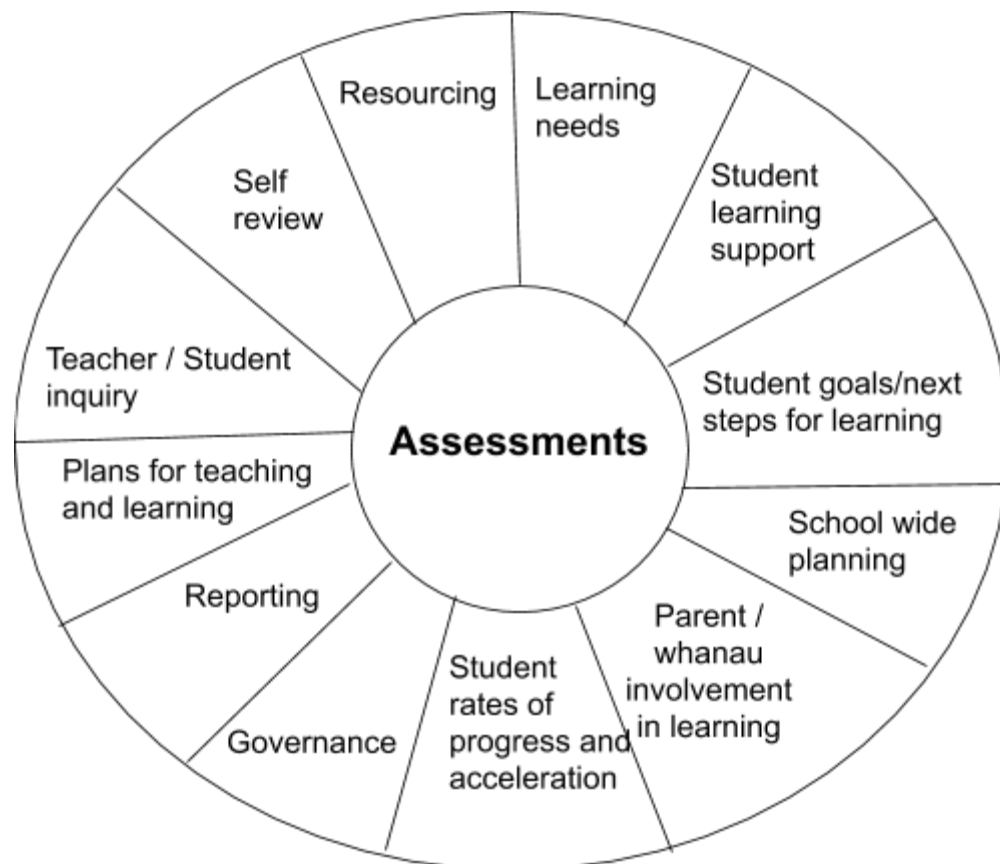
## Glenfield Primary School Curriculum - Assessment

### RATIONALE/PURPOSE FOR ASSESSMENT

At GPS we have high expectations for all learners and value ongoing, and timely formative assessment that leads to students and teachers collaborating and co-constructing clear next learning steps. We believe that everyone has shared responsibility for student progress and achievement. We encourage students to be agentic and reflective learners - we build assessment capable learners.

New Zealand Education NEGS and NAGS require us as a school to use a range of assessment practices, and gather information that is sufficiently comprehensive, to enable the progress and achievement of students to be evaluated.

Assessment at GPS is used to inform:



No single source of information can accurately summarise a student's achievement or progress. A range of approaches is necessary in order to compile a comprehensive picture of the areas of progress, areas requiring attention, and what a student's unique progress looks like.

Our assessment data is informed by standardised tests but informal processes provide our major source of ongoing evidence for analysis, and making decisions on future learning priorities.

## **PROGRESSIONS**

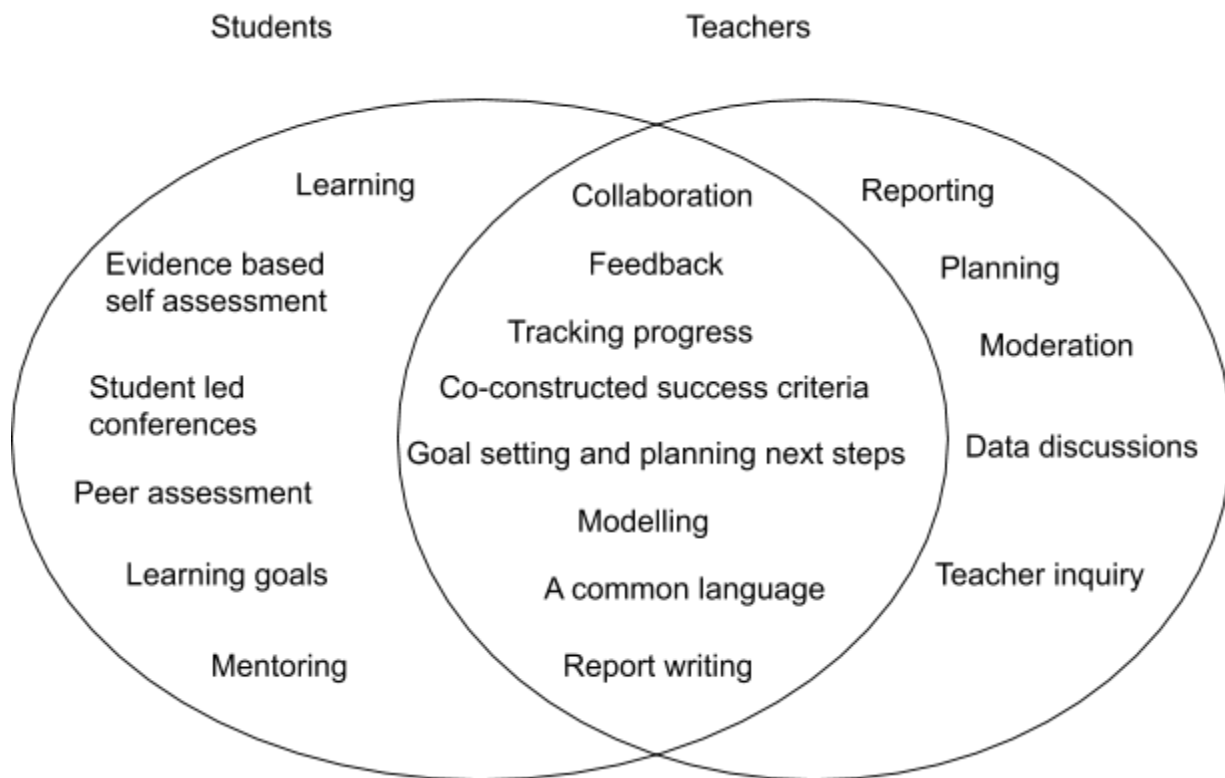
The New Zealand Curriculum sets out Achievement Objectives for each of the learning areas and for each curriculum level. To support teachers to better understand and use those curriculum statements, our profession has developed sound, research-based fine-grained progressions of learning, particularly in the foundation areas of literacy and mathematics. These include the Literacy Learning Progressions and the English Language Learning Progressions.

Learning progressions in reading, writing and mathematics are our key assessment tools.

We used Literacy Learning Progressions as a basis for developing student speak progressions in reading and writing. External experts were consulted to develop the maths progressions. Maths lead teachers collaborated with other schools to review and refine the indicators in reading, writing and maths. The progressions were trialled by teachers and reviewed and refined to their current state.

Visual progressions are available for junior students and students with learning delay.

Progressions are used to inform:



Hard copies of each child's progressions are filed in portfolios and are transferred from class to class at the end of each year, along with a current writing sample (seamless transition).

Students and teachers collaboratively highlight indicators that have been consistently and

independently achieved, and from this, goals for new learning are set. Students are required to show evidence of meeting indicators. Students and teachers then plan next learning steps. Parents / whanau are informed of students' progress against the progressions through anniversary and interim reports at conferences. Year 4 - 6 children receive mid-year reports at student led conferences.

Progressions are used as an ongoing, formative tool. Data that was entered at the end of a year will roll over as beginning data for the next year.

- All Year 4 - 6 students need to have an entry on eTAP in relation to the progressions in reading, writing and maths at the time that the year end reports are written.
- All Year 1 - 3 students need to have an entry on eTAP in relation to the progressions in reading, writing and maths at the time that their anniversary reports are written.
- New students and international students (not New Entrants) need to be assessed at the beginning of the year and progression data entered on eTAP by the end of Week 4 of Term 1.
- Any new child who enters the school during the year needs to be assessed and data entered on eTAP within 4 weeks of entry.

#### Learning Support

- Gap analysis: Teachers use progressions to plan rates of acceleration for target students with the end goal identified. This is used to inform planning. Leader teachers and individual teachers meet at the end of each term to discuss progress made against goals.
- IEP: Progressions indicators are broken down to set specific, achievable and measurable learning goals for students receiving support from outside agencies. IEPs are co-constructed with the teacher, student, parents / whanau and any relevant agencies. Review dates are set and follow up meetings held to celebrate success and set new goals.

## **STANDARDISED TOOLS**

Standardised assessment tools have their place in a robust assessment policy, allowing students and teachers to confirm or interrogate other judgments about progress and achievement.

All assessments are filed in students' portfolios.

Teachers are expected to read and know the key ideas from all relevant manuals.

### **READING:**

STAR Year 3 - 6:

- Tests may be conducted early in Term 1. Available data will be entered on eTAP.

PM Benchmark Running Records / PROBE:

- PM Benchmark Running Record testing kits should be used until at least L17 (Turquoise) and PROBE should be used from L21 (Gold). Between L17 - L21 teachers can choose to conduct either a PM Benchmark Running Record or a PROBE depending on the needs of the child.
- Any child reading below L14 needs to have a running record done twice a term (Weeks 5 and 10).
- Running records will be done on target students at least once a term (or more as needed) and data updated on eTAP.
- The PM Benchmark running record kit should be used as the only resource for running records up to L17.
- The text must be seen up to L14 (Green) - this could be a guided reading lesson or allowing the child time to look at and discuss the book prior to conducting the test, but the book must not be sent home.
- The PM Benchmark running records should not be done on the same day as the guided lesson but should preferably be done on the next day or as soon as possible after.
- PM Benchmark running record information should be detailed, accurate and dated. All parts of the form need to be completed. Record the way reading sounds at the end of the record, sign and date it.
- PROBE is conducted as an unseen text but may be read by the students independently prior to the test. Retesting as required may be done in Term 3.
- PROBE should not to be used prior to Level 17 (Turquoise)..
- Evidence of meeting the progression criteria needs to be shown through the completion of rich tasks for students who are at or above the expectations.
- At year end, ensure that there is a Term 4 Reading Level (PM Benchmark Running Record or Probe) entered onto eTAP for all students 2 weeks before the close of school.

## **SPELLING:**

- Essential Spelling List (refer to the progressions). List 1 - 9. Stickers are placed on certificates as the child progresses. Certificates are available from the office and are filed in students' portfolios.

## **MATHEMATICS:**

### JAM:

- JAM twice a year up to Stage 5 (T1 and T3).

### GloSS (Strategy):

- Twice a year for Stage 5 and above.

### MPA (Mathematics Progress Assessment):

- Assessed at least once a term on appropriate levels. Assessments are available in the GPS resource bank and on staff drive.

### IKAN:

- Only needs to be used formatively and on a needs basis.

## **6 YEAR NETS (Observation survey)**

- Leaders will conduct an observation survey when a student reaches 5 years and 6 months of age.
- Leaders enter data on eTAP - Markbook: 6 Year Net.
- Once class teachers receive the results she/he will do a running record at instructional level and attach it to the survey.

### Students achieving below stanine 5:

- Trigger early interventions
- Survey is repeated if necessary or requested by the teacher, when the student is 6 years old and results entered on eTAP - Markbook 6.5 Net.

## **ENGLISH LANGUAGE LEARNING PROGRESSIONS**

***ELLP Learning Pathways*** documents (Draft/consultation doc)

Link to doc: [ELLP Pathway Y1-8](#)

Link to doc: [ELLP Student agency record](#)

All ELL students are tracked using a digital version of ELLP form on eTAP. These matrices are used to assess, track and plan for ELL students. [Here](#) is a link to TKI for supporting information about the ELLP matrices.

At GPS assessment is continuous and ongoing but the ELLPs need to be updated in June and November each year on eTAP, in preparation for funding applications at the beginning of Term 1 and Term 3. Indicators are only highlighted when the student achieves the indicators consistently and independently at that stage. All indicators in the level need to be achieved (highlighted) before that level is recorded. For example, a student may be working in level 1 with some but not all the indicators highlighted, so data on eTAP will show foundation level achieved.

Moderation meetings are held twice a year, in Term 2 and Term 4 to support staff to complete the ELLP matrices effectively. For further guidance for completing digital ELLP forms click here:

[Competing ELLP forms on eTAP Term 2](#)

[Competing ELLP forms on eTAP Term 4](#)

For further support for planning for ELL students please refer to 'Supporting English Language Learners in Primary Schools' (SELLIPS).

Link to SELLIPs online:

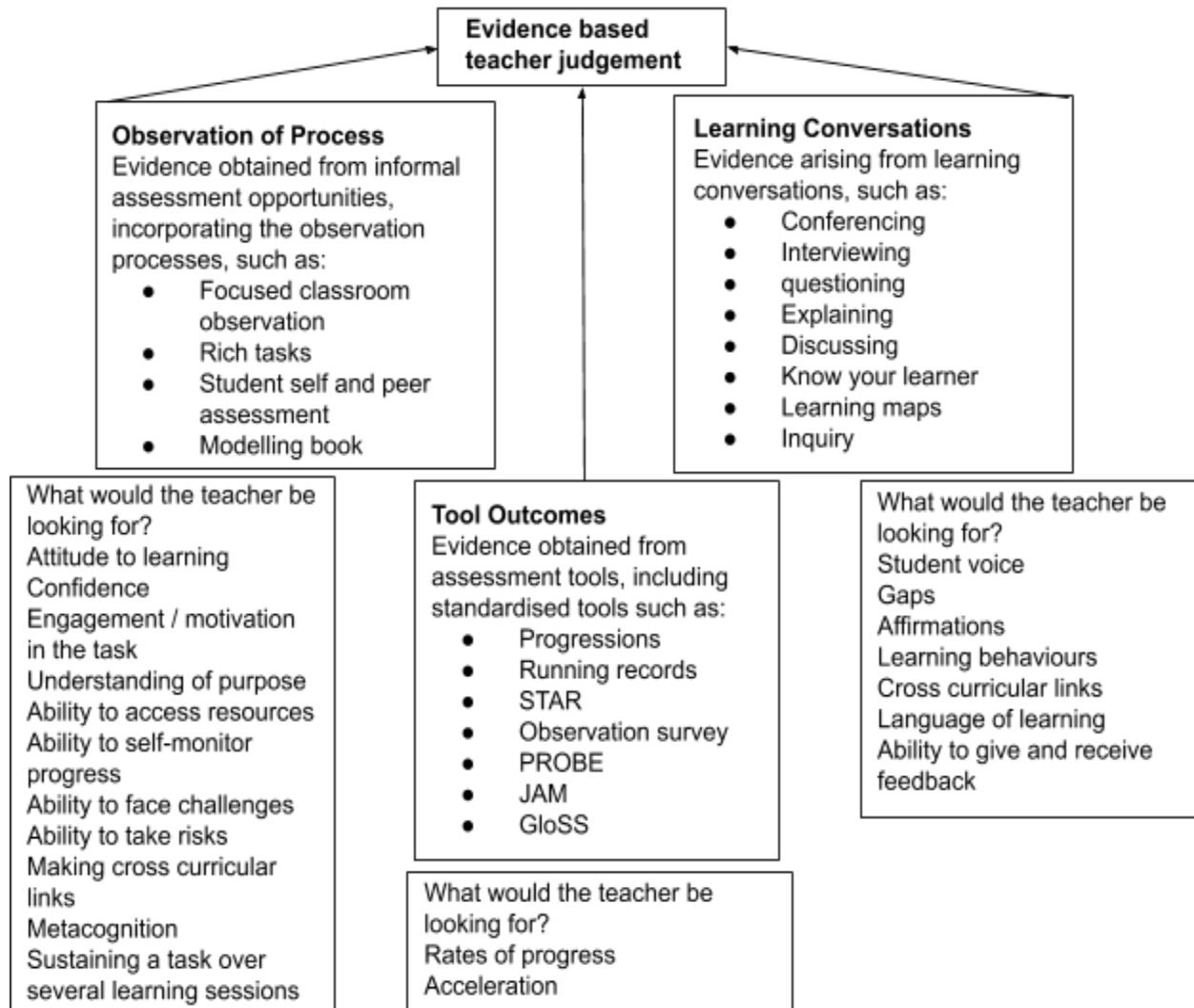
<https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/Supporting-English-Language-Learning-in-Primary-School-SELLIPS>

## CURRICULUM AND ACHIEVEMENT PLAN (CaAP)

Our schools plan about how we will accelerate achievement of students not achieving at expected level. Our plan has a focus on the supplementary programmes and interventions we are putting in place.

Our CaAP can be found [here](#).

### EVIDENCE BASED TEACHER JUDGEMENT



All of this means observing the students moving from being a dependant, to an independent or self-regulated learner.

Moderation improves the decisions teachers make about student learning. It develops a shared, deep professional understanding of what the expectations are. Because teachers vary in their

beliefs, understandings, expectations about, and judgments of, student learning, they work collaboratively to improve the reliability of school wide. This is done in designated staff meetings and informal learning communities.



## **REPORTING TO PARENTS**

Parents will receive written reports on student's anniversary dates of:

- 4 – 6 Weeks after entry and saved on Staff Shared Drive
- 20 weeks - written on eTAP
- 40 weeks (After 1 year) – written on eTAP
- 60 weeks – written on eTAP
- 80 weeks (After 2 years) – written on eTAP
- 100 weeks – written on eTAP
- 120 weeks (After 3 years) – written on eTAP

Year 4 – 6 reports will be issued at teacher / student / family conferences mid-year and will be sent home at the end of the year.

Parents/ whanau of year 1 students will be invited to a conference, where reports will be discussed and issued. Progressions and other relevant assessments and evidence will be shared. A record will be kept of each conference and sent to the principal with notes relating to outcomes.

Parents who do not attend will be contacted and an alternative date and time will be set.

Entries for reading, writing and maths must be set out to clearly inform parents of students' achievements, and their next steps for learning and how parents can help at home.

An open door policy will operate in which teachers through the Principal/Deputy Principal are readily accessible to parents. This will facilitate informal reporting.

Achievement of Maori students and other identified target groups will be reported to the school community. This will be done via community consultation meetings and newsletters.

## **ANNIVERSARY REPORTING 0 - 120 WEEKS**

Teachers will be provided with a schedule of month-end anniversary dates and report/interview week end dates.

The Principal is to be emailed and informed when the report has been completed with the child's name, room number and the relevant anniversary.

The colour report, a black and white copy, an envelope, a progress graph and a letter of explanation about the graph will be placed in the teacher's pigeon hole.

Teachers need to:

- Check the reports once more

- Sign the report
- Ensure there is duplicate for any separated parents
- File the copy in the student's portfolio

Teachers need to make an appointment with the students' parents/caregivers for an interview as close as possible to the anniversary date. The student should be involved in this interview and be encouraged to participate.

Anniversary reports need to be scheduled at the end of the year for students who have birthdays during December and January, and the interviews held.

Anniversary reports need to be written for students who have birthdays in February will be written in the new school year.

## **Y4-6 REPORTING**

Term 2:

Mid year reports for reading, writing and maths, based on student progress and achievement in relation to the progressions will be written eTAP.

Deadlines for completion will be on the school calendar.

The Principal must be notified once the whole class has been completed.

The colour report, a black and white copy and an envelope will be placed in the teacher's pigeon hole.

Teachers need to check:

- The reports once more.
- Sign the report.
- Ensure there is a report for each child and a duplicate for any separated parents.
- File the copy in the student's portfolio.
- Reports to be shared with students and preparation done for student led conferences.
- Issue reports to parents / whanau at student led conferences. These conferences will be scheduled on the school calendar.

October – November:

Report writing will be done on eTAP using a range of assessment information.

Deadlines for completion will be on the school calendar:

The Principal must be notified once reports are completed.

The colour report, a black and white copy, a progress graph and a letter of explanation about the graph and an envelope will be placed in the teacher's pigeon hole.

Teachers need to check:

- The reports once more.
- Sign the report.
- Ensure there is a report for each child and a duplicate for any separated parents.

- File the copy in the student's portfolio.
- Issue the report as per the schedule on the school calendar.

**Ensure that all completed reports are photocopied and copies filed in students' portfolios.**

## **STUDENT LED CONFERENCES Y4-6**

Prior to Conferences:

Teacher / student

- Prepare for conference by discussing achievement against progressions, students goals and what the next steps are.
- In reading/writing/maths I am learning to....
- I know I will have achieved this when.....

Teacher

Collect evidence

- Pre / post tests
- Portfolios
- Books
- Samples
- Record books
- Wall displays

Parent / Teacher / Student

Discuss what can be done to support student learning at home.

Keep notes on parents' / whanau response to the report, any issues etc. Send a copy of these notes to the Principal.

1 These conferences are a time for students and teachers to co-operatively discuss with parents how their children are progressing and how we can work together to support their learning.

Parents will be informed about dates and times of student led conferences through the school newsletter. Times may be booked electronically or by visiting or phoning the school office. Teachers will be issued with a time table.

2 Conferences are student led and supported by the teacher. Students will need to talk about the goals they have set and the progress they have made.

Teachers will need to inform parents that judgements are made using a range of assessment tools, including progressions, Gloss, colour wheel, PROBE, running records, conferences, work in books, observations etc.

3 It is important that conferences run to time. The bell will be rung at the conclusion of each 15 minute period.

Teachers may have to make another appointment time if parents wish to continue the discussion.

4 Parents should be referred to the principal should any contentious matters occur.

5 Notes of any relevant information that may arise during discussion with parents should be taken. It is important to follow up concerns as soon as possible after an interview. Copies of interview timetables with relevant notes must be sent to the office after interviews.

A pre-meeting must be held with parents of students where there are concerns. There should be no surprises at the conference.

## **REPORTING TO THE BOARD**

This is done as per the workplan.

## **ASSESSMENT IN AN INQUIRY CLASSROOM**

Assessment for learning:

This occurs when teachers use the information they gather and analyse about student learning to inform their subsequent plans.

Assessment as Learning:

This is particularly relevant to self assessment. Students reflect on their own learning and their progress towards their goals, and design or do-design a learning path in response. Many tasks both teach and assess simultaneously.

Assessment of learning:

This occurs when evidence is gathered about students achievement at the end of the task or unit.

Inquiry involves teachers and learners using each of these assessment modes with the central aim always being to inform both the student and teacher about where to next.

The students at GPS co-constructed their own learner aspirations and learner tools. During each inquiry, students identify goals against selected indicators and work towards achieving

these. Their progress is recorded on a reflection tool. The focus for assessment is on progress and evidence rather than achievement.

### **GPS Learner Aspirations and Learner Tools**

We collect evidence of students progressing towards meeting the indicators.

How we do this:

- Inquiry self assessment tool
- Self reflection
- Peer feedback
- Teacher judgement
- Student goal setting
- Parent involvement

How we celebrate and acknowledge progress:

- Class dojo
- Merit certificates
- Principal's stickers

### **PB4L**

Students also use the reflection tool to show achievement of goals in relation to school values.

### **LEARNING MAPS AND 'KNOW YOUR LEARNER'**

Learning maps are a useful tool to engage students and teachers in authentic learning partnerships, to evaluate growth of student agency, and move towards future focused teaching and learning.

Learning maps show the extent to which students are active, connected learners. Students use their maps to understand how they learn, and work with their teacher to develop goals for improvement. These are done by the students at the start of the year and the end of the year to track progress against their goals.

At the beginning of the year students are asked 'Who they are' so that teachers can gain in-depth information about each student. Parents can also be involved in this process at the meet and greet evenings.

### **STUDENT VOICE**

Student voice is used to ask and listen to the students if they have ideas to improve something. Include the students in planning.

Works together with students to find solutions.

Provide skills, information, authority and resources in order to make decisions.

Provide teachers with feedback on teacher practice.

Student voice is collected in a variety of ways including interviews, google forms, videos, shared docs, inquiry.

Information can be used to find trends to inform action plans.

Opportunity is there to share their ideas with the Board of Trustees.

## **PORTFOLIOS**

### **Organisation for Portfolios**

Title pages for:

New Entrant - 20 weeks

After 20 weeks - 40 weeks

After 40 weeks - 60 weeks

After 60 weeks - 80 weeks

After 80 weeks - 100 weeks

After 100 weeks - 120 weeks

Year 4

Year 5

Year 6

### **Requirements:**

New Entrant - 20 weeks:

Title page; ICT agreement, progressions; Entry Survey; NE Report; running records; writing sample; colour wheel reading words; JAM; ELL initial assessment (if relevant); essential spelling word certificate; 6 year net; 20 week report; ELLP if applicable.

For each period of:

After 20 weeks - 40 weeks

After 40 weeks - 60 weeks

After 60 weeks - 80 weeks

After 80 weeks - 100 weeks

After 100 weeks - 120 weeks

Title page; progressions; running records; wedge graph; Yr 3 STAR if relevant; hand writing sample; writing sample; 6 Year net if applicable; JAM; MPA; GloSS where relevant; involvement in school life; ELLP if applicable; spelling and swimming certificates.

For each year level:

Year 4

Year 5

Year 6

Title page; progressions; PROBE; running record if applicable; writing sample; GloSS; MPA; involvement in school life; ELLP if applicable; spelling and swimming certificates.

N.B.

Any referrals to RTLB; RTLit; SE; medical documentation; IEPs; IBPs; must be filed in the class red folder along with any other confidential information.