

Primary Years Program Assessment Policy

Karugamo English School Mission Statement

Mission 1

様々な人々、考え、文化に触れ、人それぞれの違いを理解し、自分を肯定し、他者への思いやりを持てる真の国際人を育成します。

We are committed to helping our students to have contact with different people, ways of thinking, and cultures; affirm their unique identities, celebrate differences, and become true international citizens.

Mission 2

四季を通した様々な行事や体験をして、探求心を持ち、自ら考え行動し、生涯にわたり学び続ける子供の育成をします。

By incorporating various events and experiences related to the four seasons, we are dedicated to helping children to develop a strong spirit of inquiry, think and act independently, and become life-long learners.

Mission 3

早期英語教育で日々の生活を丁寧に積み重ね、地球環境など幅広い視野を持つ子供の育成をします。

Through early childhood English education, we build little by little on children's daily lives and experiences and help them grow into children who are aware of the global environment and have a broad perspective.

Our Understanding of Assessments

We understand assessment as:

- a means of improving learning in the classroom.
- a method of gathering information to help us improve our program of inquiry.
- a way to communicate student growth and learning with parents.
- a tool to empower and motivate students.

Purpose of Assessments

The purpose of assessments at our school is to better understand our students. It teaches us about students' prior knowledge, abilities, and interests. This helps us design learning experiences that work best for them.

We keep records of our learning experiences and student progress. We use this information to improve our program. In our yearly curriculum review, we look at the results of our assessments. This tells us what works well in our program and what we need to change.

Building trusting relationships with parents is a priority at our school. Assessment helps us communicate student growth, learning, and progress with parents. It also informs parents about the PYP and helps them become more involved in the units of inquiry.

Assessment should support the health and wellbeing of our students. Students can gain confidence by knowing their own progress. Honest feedback from teachers, peers, and themselves helps them to do better. Assessment is a part of the learning process. We try to use methods that support agency

Evaluators

- Teachers: Keep records of their observations and the results of learning experiences.
- Parents: share information about student actions at home.
- Students: engage in self and peer assessment with guidance from the teacher.

Assessment Viewpoints

We assess students' understanding of the central idea and key concepts for each unit. The IB Learner Profile and ATL also guide our observations and assessment tasks. We also assess progress towards learning outcomes based on the subject specific strands published in the IB scope and sequence documents.

Types of Assessments

We use various methods to monitor, document, measure, and report learning. Each unit includes a formative assessment task and at least one portfolio entry for each line of inquiry. Teachers also document their observations of student learning and action.

Methods of Reporting (Recording)

- PYP Progress Report

Students receive a formal progress report from the school at the end of each term. This includes comments on general progress, understanding of units of inquiry, reflections on the learner profile, and a learning continuum assessment for each strand of the following subjects: Language, Mathematics, PSPE, Arts.
- Inquiry Portfolio

Students keep a portfolio of the work they create during each unit of inquiry. We use Seesaw to manage portfolios. Students post at least one piece of work for each line of inquiry in a unit. Teachers also make comments on student work. They also use the portfolios to record student actions related to the unit. Inquiry portfolios are available for all teachers, students, and parents to see.
- Learning Logs

Teachers keep a daily learning log which we keep in a shared space. Teachers review this content and discuss it with peers. Observations from the log inform learning and teaching.
- Self/Peer Assessment

When possible and appropriate we create and employ rubrics which allow students to reflect on their own learning and the work of their peers.
- Learning Stories

Teachers also create learning stories to record and share student actions.

Review Cycle

- The original version of the Assessment Policy was drafted by Jordan Long on October 12, 2020.
- This document was collaboratively reviewed and revised in April 2021.
- This version was reformatted and revised in December 2021
- The Assessment Policy will be reviewed and revised annually, at the start of each school year, by a designated assessment committee.

Bibliography

The Assessment policies of the following schools were referred to and adapted to create this document:

- Kid's Tairiku Yokohama

The following documents were consulted to make this document:

- PYP: From principles to practice