

# ASSESSMENT AND REPORTING GUIDELINES



## RATIONALE

Students at Farmhouse Montessori School will be assessed regularly on all subjects prescribed by NESA and against the Outcomes and Indicators listed in the National Curriculum. During our curriculum programming and mapping we always allocate the specific outcomes for assessment. Exactly what we expect from the child to prove that they are meeting the requirements of the syllabus are listed as clear expectations. These expectations are guidelines for both teachers and students. They reflect our reporting to parents and our continuous mapping of a particular child's progress.

There are several methods of assessment that we use to make sure that we are assessing the progress and attainment of our students and they include:

## AIMS

The evaluation of each child's work aims to view the accomplishments of the child and assist in determining activities for the future, for the growth and development of each individual.

To provide information to families about each child's learning and development whilst at the School. Our comparative assessment is based upon the development of each child against their previous levels of attainment. We do not compare children against each other in a ranking system as we believe that each and every child is unique and will achieve different goals at different times.

## IMPLEMENTATION

At the Farmhouse Montessori School evaluation of the children's activities and work occurs on a regular and individual basis.

**The Marking of Books:** – Children's books will be marked regularly with constructive feedback given to students on points of improvement.

**Records of lessons:** – Each lesson is documented in our daily planning booklet, where the expected outcomes are listed. Children in attendance and reflection for both teachers and students are added in real time and are used to influence future directions for both teachers and students.

**Student Tracking:** – Depending on the age or ability of the child, each child is a set a curriculum scope for each term. The attainment of each individual child is logged in their individual files along with samples of work which demonstrate their attainment levels. Photos may also be used as evidence of attainment.

**Reporting to Parents:** – Twice per year, children are given a report based upon the level of attainment in all KLAs. Each lesson from the syllabus is listed in general terms and children are awarded a letter which represents their level of attainment. These letters are P- The lesson was presented, and minimal evidence of attainment is provided. D – The child is developing in this subject area. C – The child is consolidating their learning. A – The child is achieving their learning goals.

**Parent Teacher Interviews:** – Parents are given feedback verbally on their child's progress twice per year. This may include a varied amount of assessment including social, emotional, academic and physical development.

**Student/Teacher Interviews:** – Twice per term the teacher will sit with each child individually and discuss their curriculum progress. The student may be asked to demonstrate their knowledge using the Montessori materials and will be marked accordingly using the parent reporting code. (P,D,C,A) During this interview the teacher will reflect upon their own teaching and the needs for the student as we move forward. The student will be handed a list of subjects left to cover for the remainder of the term and will be encouraged to work independently if possible.

**Observations:** – Twice per term the children will be observed for a 30 minutes slot during their work cycle. The exact actions of the child will be documented each 5-minute interval and these will be used to assess the level of independence and engagement during the classroom activities.

Our internal scopes and sequences are continuously refined and updated depending on the individual learning needs of the student in our classrooms. These are reported on during our Stage meetings and updates are made

accordingly. Reflection of teaching techniques, resources, professional development and the teaching standards are continuously refreshed and acted upon.

### Formative Assessment

The heart of a good education is quality teaching. Every day, teachers use their training and professional judgment to assess how students are performing and what needs to be done to support them in achieving their full potential. The Australian Curriculum will describe the content students will be taught. It will also include descriptions of the achievement that will be expected in each year of schooling. The Curriculum will influence the way national assessments are designed to measure student achievement on national scales. Having access to assessment data helps in a number of important ways, including:

- assisting teachers and parents to understand progress in student learning;
- allowing teachers to monitor the gain in student performance against achievement standards set in the curriculum;
- providing information to evaluate whether current programs are working; and
- providing an evidence base that schools can share with parents and their school communities to ensure a common understanding about what action is needed to support student learning and improvement.

### THE AUSTRALIAN CURRICULUM

ACARA is responsible for the development of the Australian Curriculum from Kindergarten to Year 12. The national curriculum will be accessible to all young Australians, regardless of their social or economic background or the school they attend. The first phase of development of the Australian Curriculum focused on English, mathematics, science and history. The second phase of work will develop the Australian Curriculum for languages, geography and the arts. The third phase of Australian Curriculum development will include the remaining learning areas and subjects outlined in the 2008 Melbourne Declaration on Educational Goals for Young Australians. ACARA works collaboratively with a wide range of stakeholders including teachers, principals, government, State and Territory education authorities, professional education associations, business and industry, community groups and the broader public.

Montessori teachers keep careful records to ensure the students are provided with appropriate lessons when they are ready. Daily observation of students and detailed record-keeping help teachers plan the lessons individuals will need next. A Montessori teacher keeps records of:

- lessons given
- the follow up work completed by each student
- student progress and achievement
- difficulties encountered by individual students and how those difficulties were resolved

Montessori teaching and learning practices provide enhanced opportunities for formative assessment. Here are some examples:

- Teachers have children in their class for three years, they come to know each child in a way that is not possible when children move to a new class with a new teacher every school year. Through close observation over three years Montessori teachers become very aware of their students' learning styles, strengths and areas requiring further development.
- Most lessons are presented to individuals or small groups, the teacher can easily observe and record levels of understanding and mastery in individuals. Before a lesson draws to a close, all children in the lesson are given the opportunity to show they know how to use the materials. Any student who needs further teaching can review the lesson when it is presented to the next group of students ready for the lesson.
- The majority of the materials are self-correcting, when children have completed the exercises with the materials successfully, both the teacher and the children know that they have mastered the knowledge, skills and understanding designed into the material. The design of the materials also ensures that children are able to work out for themselves when something is not right. They then know they can ask for another lesson, or repeat the activity until they have mastered it. In this way children come to think of making mistakes as their 'friend', because a mistake is an opportunity for further learning and deeper understanding.

- When children choose their own work, they reveal a great deal about their interests and abilities at any point in time, which teachers are then able to observe and record.
- During regular individual conferences with the teacher students over the age of six become co-assessors of their work with the teacher. By the time they reach the adolescent programme, students monitor their own progress by reference to explicit criteria.

### NAPLAN-Primary Campus only

NAPLAN is the annual assessment of all students in Years 3, 5, 7 and 9 across Australia in literacy and numeracy. It enables a comparison over time and is intended to monitor students' performance throughout their schooling. NAPLAN utilises national scales to measure achievement in Years 3, 5, 7 and 9 in the domains of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. The scales enable monitoring of progress at a range of levels and allow assessment and reporting of the full range of student achievement, not just the minimum standard. The scales are divided into 10 achievement bands with six bands for reporting at each year level. Parents receive individual student reports which show their child's results against the national average, the six achievement bands, national minimum standards and the middle 60 per cent of students in Australia. Each school receives a comprehensive package of data on its performance, both at the school level, and for each student. The package includes information on school performance in relation to the State or Territory, how groups of students are performing and how students performed on each test question

More information on NAPLAN is available on [www.nap.edu.au](http://www.nap.edu.au)

### Summative Assessment

Learner achievement in Montessori classrooms is recorded through observation, the compilation of portfolios and detailed records of progress. Progress can also be measured against achievement benchmarks - or standards-based criteria. In these ways each student's progress can be expressed in terms meaningful to the student, as well as to teachers, parents and the wider community.

While formal testing can be used in a Montessori setting, it is used sparingly and with sufficient contextualisation that all children understand the need for the assessment. Children like to display their knowledge and often ask for tests, for example, in spelling words. Their pride in achievement and their sense of striving for higher goals motivate the testing, rather than a need to submit to a curriculum demand.

Montessori education is designed to meet the needs and interests of individual children. One important need is for children to become valued and contributing members of the culture in which they live. To address this need, Montessori teachers compare the demands of the curriculum mandated by the authorities to the traditional Montessori curriculum. Any areas of the mandated curriculum not covered by the Montessori curriculum are incorporated into the teaching and learning in the Montessori environment. This is most effectively achieved when the new items are offered using the presentation style of the traditional Montessori curriculum.

### Assessment Processes

While formal examinations are not held each child is assessed through the following means:

1. Observation and recording of the following for each individual child on a daily basis-
  - choices of activity
  - application of work
  - skills and abilities
  - understanding of concepts
  - exploration of ideas
  - interest and concentration
  - lessons given by or to the child
2. Regular questioning and discussion with child, ensures the child understands of the work being carried out.

### Reporting to Families

Reporting is performed in the following ways:

- Two twenty minute interviews with parents in second and fourth term at North Balgowlah.
- Two 20 minute interviews with parents in second and fourth term at North Head.
- Informal interviews with parents/carers as required.

- Work samples are available for parents.
- Open mornings for parents to view the work and children to demonstrate materials and activities.
- Ongoing records of the child's individual learning and development are available to nominated people.
- Written reports at mid and the end of the year indicating the child's progress in learning and development.

#### REFLECTION ON THE QUALITY OF STUDENT LEARNING AND ASSESSMENT

Please see Appendix 1 & 2 regarding the school's full position on the Quality of Student Learning and Assessment

*Appendix 1*

What processes are already in place at your school that could provide evidence of the quality of student learning and assessment?

**Improving The standard of Teaching**

Our Montessori curriculum has been developed to meet the requirements of NESA's outcomes and indicators. The Montessori lessons are delivered as usual, however the delivery, planning and expectations are aligned with the expected outcomes from the National Syllabus, thus making sure that when completing all primary years, Farmhouse Montessori students have achieved all of the desired outcomes required by the state.

From this curriculum, scope and sequencing has been implemented to allow the teacher and child to move through the school at their level. Differentiation is applied by allowing the child to move backwards or forwards on the spectrum, depending on their individual needs.

Each lesson delivered is recorded, with the students who attended and the small reflection upon their learning.

Teachers are allocated \$2000 per year to select courses that match the Australian Standards, allowing professional development to take place, whilst accruing hours to their professional maintenance and improving the quality of teaching in the classroom.

Professional development courses are run within the school by outside bodies such as the AIS to allow teacher to improve current pedagogies as a team, rather than a single entity.

Teachers are required to keep a file for each child which documents each lesson on the scope and sequence and the date at which the lesson took place. The file also contains completed work by each child which links to the assessment criteria listed in the scope and sequence.

An influx of teaching resources has been purchased for the school allowing the children to represent their research or completed work in a variety of ways. (models, reporting, paintings, projects, dioramas, videos,).

Teachers are given relief time from class to develop programs that meet the requirements of the child, whilst being engaging for both the teachers involved and the students. Programming documentation is stored in files, organised by stage. The stage-folder houses the overview of the Montessori philosophy, the curriculum mapped to the NESA outcomes, assessment/evaluation requirements and the scope and sequences for each of the KLAs. Teachers reflect upon each lesson that has been taught both on their lesson recorder and their program using questions such as:

**Questions to guide reflection**

1. How did planning, programming and teaching contribute to student achievement of outcomes?
2. Were the special needs of individual students catered for?
3. Was adequate time allocated for the program?
4. How did students respond to the resources selected?
5. Which activities generated the most language use/language viewing and reading?
6. Which teaching strategies best supported students' learning language?
7. How effective were the activities in helping students to understand key concepts and achieve the learning outcomes?
8. Did teaching strategies and activities facilitate high levels of student engagement? Why/why not?
9. Were outcomes achieved?
10. How could the unit be improved to enhance student engagement and learning?

**Improving Student Engagement in School and Learning.**

To build a tactile environment for children to learn in the classrooms are designed as a very hands-on style of learning with children using a variety of materials to stimulate their learning journey.

Technology has been implemented into both classrooms as a research tool and as resource to publish completed work. Children are also encouraged to use these devices to present slide shows and watch visual stimulus. Coding is currently running in the primary classroom. Implemented by outside organisation to start with and continued by students within the school who are delivering training for younger students using code.org.

Leadership roles have been implemented in the school to allow students to organise out of school activities such as the Manly Fun Run and the morning running club. Sewing club started in Term 2 and the concept of child-led activities is empowering our students. Going-out initiatives allow students to take their learning out of the classroom. Applications are passed to the teacher who approves activities that enhance the learning capabilities of the students. Exploration of the local area, visits to the supermarket and insect hunts are all part of enhancing the curriculum and utilising the outside environment as a learning tool.

Upon the evaluation process (Student conferences) with children, they are given a list of tasks that they must work towards over the coming weeks. These are lifted directly from the Scope and sequence and give the student

clear targets to follow over the coming weeks. Being independent learners, they can be researched independently, taught by a teacher or revised with a fellow peer. This allows the students to jump ahead in the curriculum and build prior knowledge before lessons are delivered.

### **Meeting the Range of Student Needs**

Children who have been identified as having additional needs, have an IEP with documents their educational journey. These IEPs have clear learning goals, lifted directly from the syllabus. The student, teacher and parents are all clear on these goals. An additional needs teacher will work for 2 days a week in school assisting teachers to meet the demands of these children in class, whilst observing, updating and documenting the IEP as the child moves through their goals. Once goals are achieved by the child, a new set of goals will be installed until the IEP is no longer required.

The curriculum is designed to allow students to move through the lessons as they improve their understanding. A child who needs to recap a certain area of mathematics will move into a previous Term's outcomes, whereas a student who may be flourishing in one area of the curriculum can easily be accelerated.

Our wide curriculum allows for students to take their educational journey in whichever way they see fit, allowing for cultural differences to flourish and the overall education of the child to grow through exposure.

As a school we offer French as an additional language, a music curriculum, a school Band, a wide range of physical activity including Dance, AFL, Soccer, Dance and Cricket which take place on a weekly basis. We have also initiated a morning running club which has been facilitated by the Principal and parent community.

Subjects such as Drama and Art are facilitated in the school in groups and are often precursors to events such as 'Music and Poetry' night which will happen as the year progresses.

### **Termly/Yearly Assessment Plan**

**Naplan** results and pre Naplan evaluations are kept in the children's files as they complete the practise papers.

Students are tracked continuously through their educational journey, they are monitored, observed and teachers track the needs of each individual child as they move through the curriculum. Any areas where additional needs may be required are flagged, monitored and assessed by the additional-needs coordinator. If intervention is required, then a plan or IEP is documented.

Each lesson that is given is evaluated and documented to allow for a cohesive educational journey for each student. Progress is marked in four ways. NH needs help. C – Consolidating. D – Developing. A – Achieving. This is also reflected within their reports.

**Observational documents** are recorded each term with every child. These observational or **Graphs of work** allow teachers to get an insight into how a child functions socially, emotionally and physically in the classroom. During these observations which happen informally as well as formally, soft/essential skills are monitored by the teacher such as empathy, resilience, independence, control and confidence.

A **45-minute conference** using hands on materials takes place on a one-to one basis each term. The teacher evaluates the learning that has taken place, using the outcomes from the scope and sequence as benchmarks. From this conversation, reflection upon the children's books, observations and the child's individual folder, form an assessment of progress that has been made. Evaluation of the child and of the teaching is documented and clear goals are set for both the teacher and the student. These observations and conversations are also transmitted to parents through the biannual reports.

The **scope and sequence** provides a clear path for the children to be able to follow as they move through the year groups within the class. As children move through stage 2, the curriculum is very much a hands-on based curriculum where children will manipulate a variety of materials to move towards abstraction. A clear assessment of the child's progress is if they have reached mastery of this material. Once they have proved this, we expect them to move to the next phase and eventually towards abstraction in Stage 3 where the curriculum moves away from the tactile environment and into the abstract. This assessment is usually through demonstration or observation noted by the teacher.

A **biannual report** is sent home to parents based upon their progress through the curriculum. The report is written with both a Montessori perspective and mainstream in Mind. This allows for fluid understanding for parents and assists those children contemplating moving to an alternative school. These reports are coupled with a parent/teacher conference where issues and clear goals are set for the coming terms.

**Benchmark (Fitzroy) readers** are assessed each term, or when required. Children sit alongside a teacher and read pre-fabricated books that match the potential reading age of each child. The Fluency, intonation, style and meaning are all assessed and documented. Alongside these assessments, children are assessed on their comprehension ability with regards to inferential, applied and literal understanding of the text. These components are calculated to form a reading age for each child. These levels are documented and prove as clear indicators of

areas for improvement and strength for classroom activities. Weekly spelling quizzes take place along side the shared reading text to also reinforce key vocabulary needed to fully understand the text in question.

The **Daily Diary and self-Reflection wheel** is followed by all students. Each day the children reflect upon the lessons they have had and which follow-up they will complete today. At the end of each day the children reflect upon their learning and their emotional well-being. The children complete a coloured chart indicating the work they have covered each day. This visual tool allows children to see patterns of work habits that may be otherwise lost.

Children who require adaptations to the way the curriculum is either delivered or assessed will receive an **IEP** and this will be reviewed and updated every six weeks in accordance with the family, teachers, outside experts etc. The IEP will involve setting goals and making action plans for children as they move through the term. Some of these goals will be set alongside the child. They will be academic, skills and social based activities that can be delivered and monitored at home and school Once these goals have been achieved, new goals will be set and this will assist the community to help a student make progress in a variety of areas.(Please see example attached)

LEGISLATIVE LINKS/SOURCES		LINKS TO OTHER POLICIES
Education and Care Services National Regulations 2011 – 74 National Quality Standard – 1.2.1, 6.1.3 and 7.3.1		Philosophy Staff and Parent Communication
<b>Review</b> <i>Approved: January 2010</i>  <i>Reviewed: May 2015</i> <i>Reviewed:13 August 2018</i>	<b>Modification</b>   <b>New logo and formatting</b>	<b>Review</b> <i>Reviewed: July 2011, Reviewed: March 2014</i>  <i>Updated:20 August 2018</i>
<b>March 2020</b>	<b>Insert-Naplan, information, The Australian Curriculum and forward under formative assessment</b>	<b>2022</b>
<b>April 2020</b>	<b>Appendix 1 &amp; 2 Added</b>	<b>2022</b>

Appendix 2



**Individual Plan**

**Purpose:** This Individual Plan (IP) is a school plan for \_\_\_\_\_. The aim of this plan is to identify the supports / adjustments needed to ensure \_\_\_\_\_ can access and participate in the educational opportunities across the whole school day.

**Student Name:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **DOB:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

**Collaborative Planning Team:**

**External Agencies/ Professionals:**

**Strengths and interests of student:**

Issue	Adjustment	Actions	Responsibility	Timeframe/ Follow-up	Review Notes



Issue	Adjustment	Actions	Responsibility	Timeframe/ Follow-up	Review Notes

Individual Planning Process	Attendees	Date of Review
Date of initial planning process:	This plan was <i>developed</i> in consultation with:	Review date to be scheduled for:
Review date:	This plan was <i>reviewed</i> in consultation with:	Review date to be scheduled for:
Review date:	This plan was <i>reviewed</i> in consultation with:	Review date to be scheduled for:

