

Kids Tairiku Yokohama Nakagawa

Primary Years Program Assessment Policy

■ Mission Statement

- We are dedicated to developing internationally minded citizens who value politeness, and show understanding and respect to both others and themselves.
- Through sports-based education, we are committed to developing children who can think, understand, and inquire, by themselves.
- We aim to foster an environment that will encourage children to grow into adults that will contribute to the development of the international community, as well as the happiness of mankind.

■ Our Understanding of Assessments

We understand assessments as follows:

- Means to promote children's understanding and learning in each unit and to improve the ways we take to communicate with children.
- Means to review the inquiry-based programs and the classroom management methods adopted by the school and teachers.
- Means to share records of progress with the children themselves, parents, school and teachers.

For programs and more, we assess each child from multifaceted and also unified perspectives based on the PYP principles. We believe that the process is as important as the results generated in daily activities. We provide each child with feedback based on multifaceted assessments to help them learn and grow.

Assessments are also used to improve and reinforce the educational programs implemented by each teacher. Teachers review the inquiry-based activities and ways to communicate with children using on these assessments, which helps improve the teachers' skills.

Therefore, our assessments are different from those designed to evaluate the level of understanding and skills acquired by children, which is often associated with the term.

■ Purpose of Assessments

- To record and report the changes and progress of children throughout the educational

programs.

- To continue to improve the overall educational programs at school.
 - To evaluate the effectiveness of educational programs at school.
 - To record and report the self-assessments and reviews by teachers.

■ Evaluators

• Teachers:

Through daily observations, communication with children, interviews, and children's work (such as art and worksheets), teachers assess how children engage with each unit and daily activities.

• Parents:

The progress and behavioral changes of children can be observed on a variety of occasions. Teachers/the school call for parents to share any changes observed at home with the teachers.

• Children:

Children review and assess their own learning progress based on individual work, pair work and group work during inquiry-based activities. (Children make self-assessments and mutual assessments.)

■ Assessment Viewpoints

Teachers assess the results and processes of inquiry-based activities (including what children have said in the classroom and their conversations) through the following items listed under the four units covered in one year.

• Central ideas

Each unit is designed around a central idea, which is universal knowledge that we encourage children to learn through inquiry-based activities. We provide a variety of play-based learning opportunities, building on prior knowledge and relatable examples to allow children to acquire knowledge through inquiry-based activities.

• Concepts

Each unit stipulates key concepts that we encourage children to learn through inquiry-based activities, which are reflected in the educational programs, and measure the children's level of understanding to help them fully learn key concepts.

• Learner profile

To develop international-mindedness, each unit stipulates a learner profile embraced by International Baccalaureate (IB). We assess whether children understand the learner profile in accordance with their age and development, and whether they make efforts to

achieve it.

- Methods of study (Acquisition of skills stipulated by IB)

Methods of study that enable children to learn actively are listed separately under the five types of skills. These tend to be more specific compared to other items. For more details, see pages 23 to 27 of the document published by International Baccalaureate "Making the PYP Happen: A curriculum framework for international primary education."

- Acquisition of skills (Five Areas of Education included in the Childcare Guidelines at Nursery Schools)

We have developed annual curriculums for the Five Areas of Education (health, relationships, environment, language, and expression) included in Japan's Childcare Guidelines at Nursery Schools. In these annual curriculums, we follow the PYP framework to promote children's acquisition of skills (such as using stationery and learning the concept of numbers).

- Action

We observe children during inquiry-based activities and other activities at school from multifaceted and also unified perspectives. Children's behavioral changes are assessed as records of progress.

When we see behavioral changes and development at school in terms of the learner profile stipulated in each unit, we assess them as a record of progress.

- Types of Assessments

- Summative assessments

Summative assessments are made toward the end of each unit. They include the knowledge and skills that children have acquired through inquiry-based learning, and things that they have begun to understand more deeply. Teachers also record points to be developed or modified in future units.

- Formative assessments

Formative assessments are made prior to or during each unit. They check children's previous knowledge and consider ways for teachers to communicate with children with a view to facilitating their understanding and enabling them to acquire knowledge and skills during inquiry-based activities.

- Methods of Assessment Reporting (Recording)

- Portfolio

A portfolio is a file that contains works of art and worksheets that children produced, as well as records that detail the changes in opinions and behavior observed during inquiry-based activities and other activities at school. Each year, we create a portfolio for each child, which will be kept at school during the year, and given to the parents at the end of the year.

- Multifaceted assessments and tools

Teachers assess children in a variety of ways according to their individual development. For more details on the tools used during the processes, see pages 51 to 71 of the document published by International Baccalaureate "Making the PYP Happen: A curriculum framework for international primary education."

*"Making the PYP Happen: A curriculum framework for international primary education" can be downloaded from the following URL:

<http://www.ibo.org/about-the-ib/the-ib-by-region/ib-asia-pacific/information-for-schools-in-japan/>