



montessori school

Assessment and Reporting Policy

1. Introduction

Banksia Montessori School undertakes consistent monitoring of children's progress and learning across all the domains of development. Records are maintained and children's progress is communicated to parents/guardians with a view to ongoing improvement and learning.

The School Council is accountable for the quality of educational programmes provided at the school.

2. Montessori Philosophy

Banksia Montessori School has children enrolled in what Dr Montessori describes as the first plane of development, that is children aged 0-6 years. Montessori's understanding of how this age group learns is supported by both Piaget in his theory of cognitive development of the child and by Bruner in terms of his cognitive learning theory, and they underpin the West Australian Curriculum.

The methods used by the school to report on children's achievement align with the SCSA Kindergarten and Pre-primary reporting policy in that:

A prepared non-competitive, esteem building environment is provided. The environment caters for a multi-age grouping of 3-6 year olds. The environment is specifically designed for children to develop independence, self-regulation, making good choices, empathy, internal motivation and progress at their own individual pace. Children are encouraged to identify their own errors and work on improving these or getting them right. Older children are encouraged to assist their younger less able peers. Each child is aware and comfortable with their own and the differing abilities of their peers.

3. Student assessment

- Sequential sets of Montessori Materials are used which are designed to teach specific concepts. Students can continuously self-correct when using the materials.
- Children aged 3-6 have activities which involve 'hands-on' manipulation of sets of sequential Montessori Materials for all the subject areas. The students can easily see if their work is not accurate and can self-correct accordingly.
- The children access cultural materials including geography, history, botany, zoology, ecology, drama, music and art. Nomenclature materials are used in these areas consisting of pictures with labels and separate pictures and labels.
- Banksia has developed sets of individual student checklists.

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- The checklists cover all the learning areas and indicate introduction time and mastery time of lessons given. The lessons align to the outcomes and elements in the EYLF, the outcomes of the kindergarten guidelines and the achievement standards from the WA Curriculum.
 - The School uses a five-point scale equivalent to A, B, C, D and E.
 - The teachers keep photographic portfolios of each student's work. These are evaluated against the outcomes of the EYLF and are written in a manner that is conducive to parent understanding.
 - Phonological awareness is tested during literacy lessons, on a one-on-one basis. Each child is given an opportunity to review the sounds they know and are then introduced to a new sound.
 - From 2018 all 5-year olds will be tested at the start and end of their graduating year at Banksia, using on-entry, on-line testing. The test will be administered by School staff who have received the appropriate training. The Principal and/or teacher will review the results of these tests at the beginning of the year, to identify areas of strength and weakness to ensure extension and intervention through the year. Data collected at the end of the year will be compared to data collected at the start of the year and will be used to inform school improvements.
 - Concerns about a child's over/under performance in any area of development and learning follows a set course of action:
 1. Completion of an IEP
 2. Recommendation that a child undergo various tests
 3. Review of the IEP with external recommendations included

4. Reporting

- Teachers continually update each student's records. Parents and guardians are free to book a meeting with the Principal and/or teacher or view their child's portfolio to discuss progress.
- The School regularly communicates with parent/guardians throughout the year.
- The School initiates two formal meetings a year to ensure that parents and guardians are well informed about their child's progress. The first meeting is at the end of Term 2 and the second meeting is at the end of Term 4. During these meetings parents and guardians of Kindy and Pre-primary children are given an opportunity to go through their child's report and portfolio and ask questions. Pre-kindy parents may go through their child's portfolio and discuss progress.
- Written reports contain information on progress in all areas of development.
- The School encourages parents to do 'observations' that is to observe their child while they work in class.