

## 1.7 KINDERAGERTEN ASSESSMENT STATEMENT

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The purpose of assessment at Lindfield Montessori School is to gather valid, reliable and useful information about student learning in an unobtrusive manner in which we are honouring the individual child's learning journey successes and challenges in order to:

- monitor student achievement in relation to NESAs outcomes (assessment as learning)
- guide future teaching and learning opportunities (assessment of learning)
- provide ongoing feedback to students to improve learning (assessment for learning).

The type of assessment activity and the way evidence of learning will be gathered will vary, depending on the:

- key learning area
- outcomes being assessed
- type of evidence to be gathered
- teaching and learning activity
- context
- students' learning needs.

Students have opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process.

A range of assessment strategies assists the teacher to;

- plan for and gather valid and reliable evidence of student learning
- consider a balance between informal and formal evidence.
- Uphold the principles of Montessori to provide a lesser pressure and focus on formal testing and allow the student to demonstrate their learning naturally, whilst still adhering to the requirements of NESAs.

Gathering of assessment information may take the form of, but is not limited to;

- peer assessment or self-assessment
- discussion participation and contributions
- investigations and problem-solving exercises
- presentations
- student work samples
- practical activities where the teacher records observations and data

These strategies form a range of formal and informal methods that provide opportunities for students to demonstrate:

- the extent of their knowledge, understanding and skills
- their learning using a range of resources and stimulus material which may include ICT.

The Directress/Teacher may record the gathered information;

- as anecdotal records
- against a rubric of criteria
- as a placement on a scale of ability
- Within a checklist of skills or knowledge

This list is not exhaustive and other methods may be used.

Feedback to parents and students occurs both formally and informally. There are formal opportunities twice per year in Terms 1 and 3 for parents or carers to meet with the Directress/Teacher to discuss their child's progress in each of the Key learning areas. There are also formal reports in Terms 2 and 3 which provide parents with formal feedback regarding their child's progress over the semester.

The Kindergarten, Early Stage 1 year is not graded against a 5-point scale such as A-E, rather, the student's knowledge, understanding, skills and attitudes toward the area of learning are assessed on the basis of; meeting, working towards and working beyond the anticipated level for a Kindergarten student. This approach is to recognise the nature of the kindergarten learner and the vast array of backgrounds and experiences children may have come from and with prior to school.

Throughout the school year, parents and carers are welcome to make an appointment with the Directress to discuss their child's progress or express any concerns they may have outside of the aforementioned scheduled times.

Students receive ongoing feedback each day through, but not limited to;

- the inbuilt control of error within the Montessori materials
- directress and student discussions
- peers
- follow up lessons and point of interest presentations to the student
- during small group activities through student and teacher discussions.
- through examples and modelling of work by the directress.

## Sources

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/approaches>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/k-6-assessment-strategies>

National Centre for Montessori in the Public Sector. (2019). *Montessori assessment playbook*. National Centre for Montessori in the Public Sector Press.

POLICY REVIEWED	MODIFICATIONS	NEXT REVIEW DATE
February 2022	Checked regulations, updated copy	2024