

Purpose for assessment:

- Recognise children's prior knowledge, interests, abilities and attitudes.
- Gather information on the progress of the children to inform planning and teaching.
- Provide feedback to children on the progress they have made over time so that they are motivated and are excited to learn and inquire further.
- Reflect on teaching strategies to effectively support and scaffold children's development and learning.
- Share and communicate with parents about children's progress to enable them to appreciate their children's development and learning, and assist them in setting realistic expectations of their children.

Assessment practices:

- Teachers will use a variety of assessment strategies and tools to provide feedback on the learning process. Both Formative and Summative assessments are used.
- Summative Assessments:
 - Four terms of Evaluation Reports (Term Overviews) that includes comments and feedbacks on the child's learning process via Little Live; shared with parents each term.
 - Mid-Year and Final-Year progress reports to evaluate the child's overall development that includes fine and gross motor skills via Little Lives. Shared with parents twice a year.
- Formative Assessments:
 - Using the Little Lives e-portal to share and document the children's learning process on a monthly basis through photos, drawings, artwork and videos with parents through individual portfolio.
 - The IB Learner Profile attributes checklist is assessed twice per school year during the Parents/Teachers Conferences in May and November each year.
 - The IB Learner Profile is assessed when a Unit of Inquiry is completed via Little Lives when appropriate.
 - Portfolio: The portfolio is comprised of the child's work sample from the Unit of Inquiry with reflection of the choice made, along with Language, Math samples at the discretion of the teacher with reflection to reflect the child's learning and development.
 - A mini showcase when appropriate to the Unit of Inquiry to give the parents a better understanding of how the inquiry took place to showcase the children's learning.
- SPOT awards are given out to children to reinforce the IB Learner Profile attributes.
- Reflect and share ideas among the teachers to evaluate the changes made or consequence of action for each Unit of Inquiry. Respond to the inquiry strategy or activity that may be too challenging or easy.

The assessment policy was collaboratively created by Sharon Ngoi (Principal of BRMCK) and Linda Tay (PYP Coordinator). There will be a review of the policy at the end of each year.

Bibliography

Nurturing Early Learners – A Curriculum for Kindergartens in Singapore
<https://www.nel.sg/>