



Assessment and Reporting Policy

Policy

The Beehive Montessori School ensures that all students' progressive achievement in all learning areas of the Montessori National Curriculum is monitored consistently within and across the years they attend the School.

The School records and communicates all students' progressive achievement within the School for the purpose of reviewing curriculum delivery and teaching strategies, and reporting to parents in a manner that is both meaningful and consistent with the ideals of the Montessori Method.

Background

In 2011 the Montessori National Curriculum was approved as an Alternative National Curriculum by the Australian Curriculum, Assessment and Reporting Authority (ACARA). In 2013, the School mapped the Montessori National Curriculum to the Australian Curriculum as well as the Early Years Learning Framework (EYLF), and in 2016 and 2018, to the School Curriculum and Standards Authority (SCSA) Pre-primary to Year 10 Western Australian Curriculum Outline (WACO). SCSA gave their approval for Montessori schools to use the mapped Montessori National Curriculum as an Alternative Curriculum to the WACO.

The Montessori educational philosophy and curriculum is based on understanding what Dr Montessori described as "The four planes of Development", 0-6 years, 6-12 years, 12-18 years and 18-24 years. These planes of development are supported by Piaget (in his theory of cognitive development) and Bruner (in his cognitive learning theory), and underpin the guiding principles of the School Curriculum and Standards Authority (SCSA) Pre-primary to Year 10 Western Australian Curriculum.

The methods that the Beehive Montessori School uses to report student achievement comply with the SCSA K-10 reporting policy as follows.

Montessori schools provide prepared environments, or classrooms, that include multi-age grouping of 3-6 year olds, 6-9 year olds, 9-12 year olds and 12-15yr olds. These educational environments are specifically designed for children to develop executive functions such as independence, making meaningful choices, prioritising, developing self-discipline or self-regulation, time management skills, empathy and intrinsic motivation.

The Beehive Montessori School encourages students to recognise their own strengths and acknowledge and develop areas that need improvement.

Every Montessori classroom is multi-aged so that there are usually about 8 or less children of a single age group. A student's peer can be two years older or younger. The children

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are aware of each other's abilities and are comfortable with their strengths as well as the areas which need growth.

An individual student's development to their full potential is not governed or assisted by comparison with their peers. Dr Montessori advocated that directly comparing children or grading them against their peers could be seriously detrimental to their development. Comparison and grading can potentially damage a child's self-esteem.

By way of illustration, a child with a learning difference who has worked hard to achieve a "D" will give up when he or she observes a peer who made little or no effort achieve an "A". Placing emphasis on grades and comparison with children's peers inhibits growth of self-esteem and diminishes meaningful engagement with school work, causing some children to become demotivated and disengaged.

Grading children and comparing them with their peers is directly in opposition to the Montessori methodology and philosophy. In the Montessori classroom it is effort and the work that is applauded, and it is the process rather than the grade or result that is valued.

Implementation

Student Assessment

1. The Montessori National Curriculum is prescriptive and involves the use of a sequential set of Montessori Materials which are designed to teach specific concepts. Students are continuously self-correcting when using the materials.
2. The School utilises a comprehensive set of individual student checklists for all of the four age groups; 3-6, 6-9, 9-12 and 12-15 based on the Montessori curriculum.
3. These checklists cover all learning areas, and detail each lesson a child is given during their time at the School. These lessons align with the achievement standards from the Western Australian Curriculum and Assessment Outline. Each lesson that a child is given during their time at the School is marked with a five-point scale that meets the reporting requirements outlined in the SCSA Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy.
4. The School uses a five-point scale: presented, emerging, developing, consolidating and mastering rather than A B C D E grades.
5. The School's teachers keep portfolios of each student's work which are evaluated against the achievement standards described in the Western Australian Curriculum and Assessment Outline in Mathematics, English, Health & Physical Education, Science, and Humanities and Social Sciences, The Arts, Languages and Technologies.
6. The School formally tests each student every year from the age of 5 years. The testing commences with an assessment of phonological awareness for 5 year olds and continues with spelling, reading, comprehension, and maths assessment of students from the age of 6 years. The tests that are administered by the School are standardised

across Australian norms which reflect scores relevant to the student's age. Parents have access to these test results upon request.

7. Each student's test results are recorded on the student's Individual Testing Record which is added to annually (or more frequently as appropriate).
8. The School teachers provide the Principal with a Whole Class Testing Record at the end of the testing period. The Principal reviews the results of each student in each class to identify any whose progress is significantly above or below their chronological age or who demonstrate any other cause for action.
9. The Principal and the student's classroom teacher(s) discuss and consider what course of action should be taken to ensure that each student's individual needs (whether gifted and talented or learning challenge) are catered for. This may involve -
 - 9.1. completion of an Intervention Procedure;
 - 9.2. the recommendation that a child undergo a series of physiological tests (vision, hearing etc.);
 - 9.3. an Individual Learning Program for a student based on input from the teacher, Principal, parent or guardian, and any specialist recommendations, which outlines how the individual needs of a student are to be met, and monitors the student's progress.
10. The School participates in the NAPLAN testing for years 3, 5, 7 and 9, which shows the School's mean score compared with the state and national mean score. Parents may wish to withdraw their children from participating in NAPLAN for philosophical or other reasons.

Reporting

11. Teachers continually update each student's records. Parents and guardians may book a meeting with teachers before or after the school day, or view their child's portfolio of work samples after school.
12. The School communicates with parents and guardians throughout the year to ensure that they are well-informed about their child's achievement and progress. The School's reporting process includes twice yearly formal report meetings with parents or guardians of students from Pre-Primary age -
 - 12.1. The first meeting is a whole class Portfolio Reporting session at the end of Term 2 where the classroom teacher is available to answer questions. The portfolios of children's work are evaluated using the achievement standards described in the Western Australian Curriculum and Assessment Outline.
 - 12.2. The second meeting is at the end of the school year when each parent or guardian and their child meet with the classroom teacher and are provided with a written report on progress in all learning areas, student attributes such as attitude, behaviour and effort, and an overall teacher and student comment. These reports show student progress in relation to the Western Australian Achievement Standards as required by SCSA.
13. The School encourages parents and guardians to book an 'observation' once a term, to allow the parent or guardian to observe their child working in the classroom and

then meet with the classroom teacher, and look at all written records pertaining to their child. These records include test results, Student Checklist, and portfolio work samples linked to the Western Australian Curriculum achievement standards.

14. The School makes and maintains records of these meetings in the student's file.
15. The School provides parents with their children's NAPLAN reports. The School publishes the School's performance in comparison with other schools in the School newsletter and in the Annual Report as required. The School will upon request, show parents and guardians a copy of the complete School NAPLAN report which shows how their child performed in relation to their age peer group.

Related Documents and Resources

Student Individual Checklists

Intervention documents

Beehive Standardised Assessment Schedule

Student Report templates

Portfolio Reports

Letter to Parents on Reporting

Approved 15/2/23 by the Board Policy Committee. Next review due 15/2/25