



The Montessori School Kingsley Inc.

ASSESSMENT AND REPORTING POLICY



1. VERSION MANAGEMENT

Version	Date Published/ Reviewed	Changes	Author	Date Ratified by School Board
1	May 2021	Changes applied to descriptors for five-point scale, updates to Assessment continuum.	Emma Seeber: Lower Secondary Adviser	June 2021
2	April 2022	Amendments to include International Baccalaureate Careers-related Programme components and review of existing content	International Baccalaureate Diploma Programme Coordinator & Principal	11 August 2022
3	2024	Review	Principal	13 December 2024
4	2026	Review Ahead of the IB Evaluation	IBDP & IBCP Coordinators, Leadership team	22 June 2026

2. INTENT

The Assessment and Reporting Policy at The Montessori School Kingsley aims to:

- Promote holistic development.
- Support individualised learning by tailoring assessments to each student's needs and strengths.
- Enhance student engagement through meaningful assessments.
- Ensure clear communication with timely, detailed progress reports.
- Foster self-reflection and lifelong learning.
- Maintain educational standards by complying with relevant authorities.

3. ORGANISATIONAL FRAMEWORK

This Policy applies to all staff, teachers, and students at the School.

4. DEFINITIONS

TERM	DEFINITION
Approaches to Teaching and Learning (ATLs)	Refer to a set of strategies, skills, and attitudes that permeate the International Baccalaureate (IB) educational framework. These approaches aim to develop students into active, compassionate, and lifelong learners. They are integral to the teaching and learning process in both the Montessori and IB contexts.
Assessment	The process of gathering information about students' learning to inform teaching and support student progress. Assessment can include both summative and formative types.
Bell Curve	A bell curve is a type of graph that is used to visualise the distribution of a set of chosen values across a specified group that tend to have a central, normal values, as peak with low and high extremes tapering off relatively symmetrically on either side.
IEP (Individual Education Plan)	An Individual Education Plan (IEP) is a formal, written plan designed to meet the unique educational needs of a student with identified learning difficulties or disabilities. It outlines specific learning goals, the support and resources required, and the methods of assessment. IEPs are developed collaboratively by teachers, parents, and specialists to ensure the student receives tailored support. The plan is regularly reviewed and updated to track progress and adjust strategies as needed.
International Baccalaureate Career-related Programme (IBCP)	A programme designed for students aged 16–19 who wish to engage in career-related learning. It combines the academic courses of the International Baccalaureate with practical, career-focused studies that are assessed by an external Registered Training Organisation (RTO).

International Baccalaureate Diploma Programme (IBDP)	A two-year educational programme primarily aimed at students aged 16–19. The programme provides an internationally accepted qualification for entry into higher education and is recognised by universities worldwide. It incorporates a holistic approach to education, focusing on academic, personal, and social development.
On-Entry Assessment Program	Assesses literacy and numeracy skills for children in their first year of formal schooling (pre-school year).
Parents	Includes guardians and carers with primary responsibility for the child.
Principal	The School's Principal or any of the Co-Principals, as the case may be relevant at the time.
Registered Training Organisation (RTO)	An organisation registered with the Australian Skills Quality Authority (ASQA) to deliver Vocational Education and Training (VET). RTOs deliver nationally recognised training and are responsible for assessing and certifying career-related skills, including those in the IBCP.
Reporting	The process of communicating student achievement and progress to parents, students, and other stakeholders.
School	The Montessori School Kingsley.
School Curriculum and Standards Authority (SCSA)	The School Curriculum and Standards Authority is responsible for Kindergarten to Year 12 curriculum, Assessment, standards and reporting for all Western Australian schools.

5. POLICY CONTENT

5.1 Montessori Philosophy

Montessori education is grounded in a fundamental respect for each child and a deep understanding of their developmental stages. Students are grouped into multi-aged classrooms, such as 3–6 years, 6–9 years, 9–12 years, 12–15 years, and 16–18 years, to foster peer learning and collaborative skills.

Assessment in Montessori classrooms focuses on each student's mastery of skills and knowledge at their individual pace, rather than comparing students to one another. This approach acknowledges that students progress through the curriculum at different paces and sometimes in different ways.

Throughout the School, individual reports are provided both in writing and verbally. These reports highlight each child's positive development across various domains, identify any areas of concern, and outline steps taken or recommended to address these concerns.

Montessori teachers, who ideally stay with the same group of students for a three-year cycle, develop a profound understanding of each child's learning style, strengths, and areas needing improvement. This continuity allows teachers to observe and support each student's growth comprehensively and consistently.

Montessori education is non-competitive, and avoids using extrinsic motivators such as rewards, punishments or ranking. As a result, assessments are rarely given a quantified mark (except in screening and diagnostic tools), and feedback or results are shared only with the students, their family, and/or the relevant staff.

Assessment and reporting are designed to reflect not only academic progress but also personal character and work habits, aligning with the Montessori philosophy of holistic development.

5.2 Montessori Transition to International Baccalaureate

As students progress through Lower Secondary to Pre-IB and IB, testing becomes a more useful tool for self-assessment, designed to assist in understanding their progress without fostering competition. The International Baccalaureate (IB) framework aligns closely with Montessori principles, emphasising transferable skills, conceptual understanding, and holistic development rather than competition and ranking. Preparations are also made to help students adjust to the practice for examinations.

The Montessori School Kingsley offers both the International Baccalaureate Diploma Programme (IBDP) and the International Baccalaureate Careers-related Programme (IBCP) for students in Years 11 and 12. These programmes are chosen because they share philosophical similarities with Montessori education, particularly in their focus on assessment that supports learning rather than competing against peers.

The IB 'Approaches to Teaching and Learning (ATLs)' are complementary to Montessori principles and guide our teachers in supporting students through:

- **Individual Inquiry:** Encouraging students to explore topics of personal interest.
- **Conceptual Understanding:** Focusing on fundamental concepts rather than rote memorisation.
- **Effective Collaboration:** Promoting teamwork and collaborative learning experiences.

These ATLs align with the Montessori emphasis on developing skills through inquiry-based and collaborative methods, ensuring that students continue to receive a holistic and integrated education as they progress through the IB programmes.

5.3 Assessment

During assessments, teachers gather information on students' learning to guide future teaching and planning. In Montessori classrooms, assessment is based on skill mastery rather than benchmarks. Students demonstrate their progress using various modalities, including language, arts, and practical application. Observation, interactions (including during lessons) and analysis of work (either a concrete material or a written/other piece of work) form the basis for assessment in the primary and Lower Secondary years.

The School participates in NAPLAN testing, and some other benchmarked assessments as applicable (OLNA, On-Entry) to comply with regulations, to provide checkpoint data for a School overview, and to ensure students meet requirements to progress to tertiary study.

To comply with requirements by SCSA for graded reports, teachers collect, analyse and record work samples or assessment pieces in each learning area throughout the semester. These are evaluated and moderated to provide the basis for the grades assigned. To provide a grade of A (Above) or E (Extension) there must be a minimum of two work samples demonstrating the achievement of that level.

Some formalised assessment tools may be used by teachers to evaluate in more detail a student's literacy or numeracy skills, for the purposes of planning and tracking intervention or supporting the assessment for a Specific Learning Disability. These results are used internally and to support communication with families or external professionals under the appropriate privacy and consent restrictions. Examples include the York Assessment of Reading Comprehension and SoundsWrite phonics checkpoints.

In the IBDP, assessments include internal and external evaluations of subject content and critical thinking. The IBCP includes internal assessments of IBDP subjects and core components, with the Career-related Skills assessed externally by an RTO.

5.4 Reporting

Reporting is to communicate student progress and achievement to parents and stakeholders through oral and written formats. The School's reporting programme is detailed, explicit, and aligned with Montessori and IB practices. Reporting includes oral reports, written reports, and report books.

As required by the School Curriculum and Standards Authority (SCSA), the School provides a grade on the five-point scale for each subject area for students from pre-primary to Year 10.

These grades are determined in reference to the Achievement and Judging Standards provided by SCSA. Reporting and grading for children on Individual Education Plans (IEPs) is done with specific reference to the detail of their IEP. Grading can be affected by the detail of an IEP, depending on the level of capability and specific goals set for the student. Grades in the International Baccalaureate are given with reference to the seven-point scale provided by the International Baccalaureate Organization and the Assessment criteria for each subject area, with the exception of TOK, EE and the Career-Related Programme (CP) core subjects.

The School provides a report to parents/carers for each student at the end of each semester from their Pre-Primary year through to Year 12, which covers the eight learning areas prescribed by SCSA or the subjects chosen under the IB programs. Students who are three or four years old (Pre-KG and KG) are provided with a report book entry every term, and do not receive a formal graded report. Report books are written once per semester in Lower Primary, Upper Primary and Lower Secondary.

5.4.1 Changes to Reporting

Any changes to report forms or content from pre-primary to Year 10 must be submitted to SCSA for review and approval.

6. ACCOUNTABILITIES AND RESPONSIBILITIES

In relation to this Policy, the following positions are responsible for:

ROLE	RESPONSIBILITY
Policy Owner	The Policy owner, the Board, has overall responsibility for the content, implementation, and operation of the policy.
Principal	- Provides a written procedure and annual deadlines for the collection and analysis of the relevant assessment records. - Ensures the implementation of the Assessment and Reporting Policy in alignment with Montessori and International Baccalaureate philosophies. - Ensures compliance with educational standards and requirements set by the School Curriculum and Standards Authority and other relevant bodies. - Facilitates communication with staff, parents, and the governing board regarding Assessment and Reporting practices. - Provides a safe and secure infrastructure, both electronic and physical, for the storage and efficient retrieval of assessment records. - Provides teachers and other relevant staff with the necessary training and resources to enable them to produce, maintain and retain assessment records.
International Baccalaureate Career-related Coordinator	- Oversee the assessment and reporting of the IBCP, ensuring compliance with both IB and vocational training components. - Ensure alignment with the IB Career-Related Programme Assessment criteria and philosophy. - Support teachers in preparing students for IBCP, including ensuring they are provided with current course information, documentation and (where required) professional development. - Ensure that IB CP teachers are aware of and comply with the requirements specified by the relevant educational authorities with respect to assessment and reporting. - Liaise with the RTO to ensure smooth communication and reporting related to the vocational elements of the IBCP. - Support students in fulfilling both IB and vocational requirements for Assessments.

International Baccalaureate Diploma Coordinator	• Oversee assessment and reporting procedures related to the IBDP. • Ensure alignment with the IB Diploma Programme Assessment criteria and philosophy. • Support teachers in preparing students for IBDP Assessments. • Communicate with parents, students, and staff regarding IBDP Assessment progress and outcomes. • Support teachers in preparing students for IBDP including ensuring they are provided with current course information, documentation and (where required) professional development. • Ensure that IB DP teachers are aware of and comply with the requirements specified by the relevant educational authorities with respect to assessment and reporting.
Parents / Guardians	• Participate in parent-teacher meetings to discuss their child's progress, strengths, and areas needing development. • Support their child's learning by understanding the assessment and reporting processes used by the School, including alignment with the absence of rewards or punishments in connection to academic achievement or behaviour. • Engage with written and oral reports provided by teachers and work collaboratively with teachers to address any concerns.
Registered Training Organisation (RTO)	• Assess and report on the vocational skills and components of the IBCP. • Ensure compliance with the standards and regulations set by the Australian Skills Quality Authority (ASQA). • Provide feedback to the International Baccalaureate Career-related Coordinator on the progress of students undertaking vocational training.
Students	• Participate actively in assessments and engage in self-reflection to understand their progress. • Commit to maintain a good record of attendance, conduct and progress. • Choose an appropriate mode of demonstrating their knowledge, from a range of modes including creative arts, spoken and written language, practical demonstrations and presentations. • Develop and utilise skills in thinking, communication, social interaction, self-management and research to be able to reflect on, communicate about and make decisions in assessment of their own work. • Provide feedback to teachers about their learning experiences and any support they may need. • Maintain and uphold the principles of academic honesty as outlined in the Academic Honesty Policy and Procedures. • Complete all course or subject requirements by the due date (especially Lower Secondary, Pre-IB and IB Students). • Initiate contact with teachers concerning requests for extension of due date (Lower Secondary, Pre-IB and IB Students)

Teachers	• Conduct continuous assessments based on close observation of each student's progress in both Montessori and International Baccalaureate contexts. • Ensure that assessment tasks are ○ developmentally appropriate and responsive to the child; ○ relevant to the curriculum; ○ in line with teaching and learning guidelines. • Engage students in activities that foster thinking, communication, social, research and self-management skills. • Provide timely feedback on student work and facilitate self-reflection and presentations as part of the assessment strategy. • Ensure tasks are marked fairly. Where necessary, teachers will seek moderation to enhance objectivity and contribute to shared understanding of assessment procedures. • Develop individualised reports for each student, highlighting their positive development, areas of concern, and steps for improvement. • Meet school timelines for assessment and reporting. • Maintain accurate and detailed student assessment records. • Teachers in IB programmes will provide assessment criteria where required by the Procedures. • Engage students in activities that foster thinking, communication, social, self-management, and research skills, in line with International Baccalaureate ATLs. • Prepare students for Assessments in the IBDP and the IBCP.
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7. RELATED DOCUMENTS

7.1 Policies that are relevant to the operation of this Policy are as follows:

- Academic Integrity Policy
- Curriculum Evaluation Policy
- Enrolment Policy
- Inclusion Policy
- Teaching and Learning Policy

7.2 Procedures that are relevant to the operation of this Policy are as follows:

- Academic Dishonesty Management Procedures
- Assessment and Reporting Procedures
- Enrolment and Resignations Procedures

7.3 Other documents/websites that are relevant to the operation of this Policy are as follows:

- [International Baccalaureate Grade Descriptors](#)