

Caulfield South Primary School

Student Portfolios Essential Agreement

The Purpose of Portfolios:

At Caulfield South Primary School, we use student portfolios as a tool to document and observe a student's learning journey. Portfolios provide a space for the collection of student work, self-assessment, and reflection, and serve as a record of students' involvement in learning that create dialogue about learning between students and their families. Each portfolio is owned by the student and is generated through close collaboration with the teacher.

"A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. It provides a picture of each student's progress and development over a period of time both as individual and group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans."

(Making the PYP Happen, p.50, IBO, 2007)

Content:

Portfolio content should include, but is not limited to the following:

- Items representative of the diversity of curriculum areas (including specialist classes), disciplinary and transdisciplinary, covered in the school year.
- Samples that show evidence of growth, higher-order thinking and creativity
- Evidence of a breadth of the Essential Elements of the PYP (knowledge, concepts, attitudes to learning, attitudes, action).
- Evidence of learning as an individual and as part of a group
- Evidence of the process of learning, as well as the product

Management:

WORK SAMPLE REQUIREMENTS

- Work samples will be selected by students, with guidance by teachers
- Where appropriate, work samples from inquiry units should show the central idea, lines of inquiry, key/related concepts. Learning intentions and success criteria may also be shown

- Where appropriate, any related assessment criteria should be included, preferably where students have self-assessed and set learning goals based on criteria
- The Portfolio should include, as a minimum, two samples from each unit of inquiry over the course of a school year, in addition to other disciplinary work samples.

STUDENT SELF-REFLECTIONS

- In Years 4-6, items in the portfolio should include student reflective comments about an aspect of their learning.
- Across the portfolio, areas for reflection should include understanding of the central idea or lines of inquiry, connections to concepts, development of skills and development of Learner Profile Attributes.
- Foundation to Year 3 will aim towards these standards.
- Student reflections may be conducted and recorded with family assistance at home.

HOME - SCHOOL COMMUNICATION

- Parents/families should be given the opportunity to view and comment on the student's progress at least once per term in order to strengthen a common understanding of student learning
- The focus of home/school communication should be on sharing and celebrating student's growth, goal setting and discussing how families can assist students in achieving goals they have set for themselves. Evidence of this communication should be recorded in the portfolio in some way.
- In Years 2-6, Portfolios should support 3 way conferences

Format:

The format for portfolios will be either a scrapbook, a folder or a digital collection, as decided by the teaching team and the PYP Coordinator. In 2021, the current format is:

*Foundation to Year 6- Digital portfolio on Seesaw

Evaluation:

This policy will be reviewed in 3 years.