



Jewels International School of Kinshasa
IB PYP – Portfolio Policy

The Purpose of PYP Portfolios

Schools have a responsibility to show evidence of student learning. Portfolios are one method of collecting and sorting information that can be used to document and assess student progress and achievement. Portfolios are a collection of children's work, designed to demonstrate success, growth, higher order of 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. (Making the PYP happen, 2009, p50).

Purpose of Entrees Celebrate a Student Demonstrate understanding

- Demonstrate skills development (Academic, as well as Approaches to Learning)
- Demonstrate process including thoughts processes and collaboration
- Demonstrate student goal setting and reflection
- Demonstrate a development in attitudes and attributes of the learner profile
Evidence of action and becoming responsible citizens

Portfolios, Student Growth and Assessment

JISK uses arrange of strategies and tools to assess students' learning. The student portfolio in particular provides opportunities for students to participate in, and reflect on, the assessment of their work. Student participation in the assessment of their work is crucial to the development of self-reflection and the taking on of personal responsibility for one's own learning.

The school analyses assessment data to inform teaching and learning. Assessment at the school is integral with planning, teaching and learning. Assessment addresses all the essential elements of the programme. The portfolio is one means by which the school provides evidence of student learning over time across the curriculum.

The nature of the portfolio is as both a process portfolio and a reporting portfolio. It is designed to show work in various stages (from drafting to final) showing evidence of growth from one stage to another. It is also designed as a reporting tool for teachers. The portfolio can be used and discussed during the three-day conference between the parent, teacher and student. The portfolio will be used at the student led conferences (learning journey) to show development of the child throughout the year. The reflection sheets the parents and students fill in after the conference will go into the portfolio.

JISK Portfolios Requirements

In K3-P5 portfolios will be divided into 6 sections 1/ theme and in K1 and K2 4 sections 1/theme. The portfolios will have examples of work stored in hardcopy as well as some examples of work stored electronically. The hardcopy portfolio will be kept at school in the student's classroom in an orderly fashion and be updated regularly. At the end of the year, students will select 4-6 pieces of work from the portfolio to be retained in the portfolio and the rest of the contents of the portfolio will be transferred to a folder and sent home for students to keep. The portfolio binder will be given to the teacher of that student for the following year.

In K1-2 each section must include a teacher labelled: JISK Transdisciplinary Theme cover page that states:

- Theme name and description
- Central idea
- Lines of inquiry
- Key concepts and related concepts focused on during that UOI
- Learner profile and attitudes focused on during that UOI

Language (English & French)

A sample showing 'writing'

A sample showing knowledge of letters

A sample showing language and literacy skills

Mathematics

A sample of unit of inquiry activities that include number

A sample that show evidence of mathematical development

Units of Inquiry

Samples of unit of inquiry activities that include:

- a. Photographs demonstrating essential elements
- b. The summative assessment
- c. Various pieces of work

For K3- P5 Each section must include:

JISK Transdisciplinary Theme cover page that states:

- Theme name and description
- Central idea
- Lines of inquiry
- Key concepts and related concepts focused on during that UOI
- Learner profile and attitudes focused on during that UOI

UOI Student reflection (that shows student's understanding of the central idea, evidence of how they demonstrated the essential elements)

Work samples that reflect all subjects (English, French, Math, Science, Social Studies, Art, Music, PSPE (Personal Social Physical Education), Library per Unit of Inquiry).