



St. Mary's Primary School Bairnsdale

ASSESSMENT AND REPORTING POLICY AND PROCEDURES

INTRODUCTION

Assessment is an integral part of the learning and teaching process. Assessment at St. Mary's Primary school aligns with the Victorian Curriculum F-10 and the Diocese of Sale Religious Education Curriculum "*To Live in Christ Jesus*".

Assessment is a way of continually facilitating student interest, engagement, confidence, and learning competencies. Assessment must be embedded in the curriculum and the everyday practice of students and teachers. Assessment needs to inform the learner and the teacher of the areas of success and of growth, so that opportunities and experiences are created to ensure progress in student learning.

PURPOSE

The Assessment and Reporting Policy and Procedures aims to ensure that our teachers fulfil the expectation that all students achieve at an accelerated rate of progress.

PRINCIPLES

The following principles inform effective practice for assessing and reporting on student learning:

- The primary purpose of assessment is to improve student performance.
- Assessment is an integral component of curriculum design.
- Effective assessment requires clarity of purpose, goals, standards and criteria.
- Assessment involves active processes that provide learners with the opportunity to demonstrate the knowledge, skills and understanding constructed over time where progress is monitored consistently.
- Assessment should be challenging and involve discerning reflection and response from both the teacher and students.
- Staff will use both direct and indirect assessment to collect evidence of progression.

PROCEDURES

Assessment

The design guidelines provide a step-by-step process for teachers to develop assessment tasks that blend numerous learning areas and/or capabilities. When designing assessment teachers are required to identify the following:

- The purpose of the assessment.
- The element of curriculum the learning and teaching sequence focussed on.
- The specific knowledge, understandings, skills and behaviours that the task focussed on.
- The key features of the task.
- The key features of achievement are we expecting to see.

- The type of evidence are we looking for.

It is expected that teachers review the task and/or rubric(s) against the learning area and capability achievement standards, and the underpinning knowledge, understandings, skills and behaviours identified as the focus for the task. Teachers are to make sure that, the task and/or rubric(s):

- Align with, and will generate, rich and meaningful information about student achievement and progress in learning.
- Are consistent with the relevant achievement standards and learning progressions.
- Provide all students in the group with the opportunity to show achievement and progress.

It is expected that teachers use evidence to plan accordingly for student needs. The evidence collected should be consistent across levels and take the form of quantitative and qualitative data.

The following procedures will be enacted to assist teachers to make informed decisions on student learning:

1. Discussion and moderation of data: Teachers will engage with data continually to inform and improve their own practice and ensure improvement in student learning. Teachers use a continuous action research cycle to:
 - Plan and collaborate to improve learning and teaching.
 - Analyse student data and decide what to do to improve learning and teaching.
 - Ask questions - what do we know and need to know more about?
 - Collect data to answer their own inquiring questions to see what is happening.
 - Analyse and reflect on their data and impact.
2. Moderation of evidence: Teachers will engage in a moderation process to ensure that students' progress is monitored and measured effectively. It is expected that teachers moderate assessments and academic results. The purpose of moderation is to develop a shared understanding among teachers as to the extent to which planned outcomes have been demonstrated. The moderation process also enhances consistency in judgement from teacher to teacher.
3. Goal and target setting: Teachers will set appropriate goals and targets for students to ensure a sustained progression of learning over time. This will be done by individual teachers and in Professional Learning Teams. The information will be recorded and monitored over time by the leadership team.
4. Teachers will pay particular attention to students who require adjustments in their learning and ensure that the evidence gathered for these students informs the ongoing adjustments that schools are obligated to provide to students with disabilities.

Recording Assessment: it is expected that all student data and progress notes are maintained by the teacher. Record keeping is up-to-date and accessible by the school at all times.

The non-negotiables for record keeping include:

- Anecdotal notes on each student.
- Communication between students, parents/guardians.
- Achievement and progress reports of student learning.
- Adjustments made for individual students.
- Checklists recording achievement of specific skills and or knowledge.
- Results of pre and post and ongoing assessments linked to units of work (formative & summative).
- All assessments identified in the Assessment Schedule (Appendix 1)

REPORTING

Reporting

Reporting is the process of providing information both formally and informally about a student's progress. The following principles underpin effective reporting:

- Teacher professional judgment is at the heart of reporting student achievement.
- Teachers' knowledge and observation of the students' progress contributes to this professional judgement.
- Teacher professional judgement is informed by assessment data and referenced to the curriculum framework.
- Teachers' utilise evidence from a variety of tasks to make a judgement against standards at a point in time.
- Teachers use rich assessment tasks to moderate student outcomes and learning progressions.

Parent-Teacher Interviews are generally held towards the last few weeks of the term. They are an opportunity for teachers to discuss student progress with parents/guardians. Teachers will address achievement and areas for improvement working in partnership with parents/guardians to ensure a rate of progress for their child.

Student Reports are provided twice a year, in Semester 1 and 2, to parents/guardians. The reports are aligned with the Victorian Curriculum and the Reporting Student Progress and Achievement Guidelines for Victorian Catholic Schools. The Student Reports include:

- Letter from the Principal
- Overview for learning areas e.g. Religious Education
- Learning Statements
- Victorian Curriculum Graphics Page
- Work Habits
- Attendance

OUTCOMES

- Staff will implement appropriate assessments to ascertain the progression of students in relation to the Victorian Curriculum and *To Live in Christ Jesus*.
- Staff will utilise assessment evidence to plan for targeted teaching.
- Staff will report to parents on student progress in a timely and informative manner.

REVIEW

Implementation Date: July 2020

Review Date: December 2021

APPENDICES

APPENDIX 1. ASSESSMENT SCHEDULE

High quality assessment practice is at the core of improving the learning outcomes of students in Catholic schools. In order to provide diocesan schools and the Catholic Education Office, Diocese of Sale (CEOSale) with valuable data on the learning outcomes of students, the Diocesan Assessment Schedule ensures all levels of assessment within the Diocese of Sale are aligned.

The summary of the assessment expectations for St Angela of the Cross Primary School is as follows:

Assessment Purpose		Assessment Tool
Tier 1	Monitoring and improving school and system performance	NAPLAN: Year 3 & 5 (May)
Tier 2	Monitoring and improving system, school and cohort performance – submitted by schools to CEOSale	PAT-R Comprehension, PAT Maths: Year 1-6 (November)
Tier 3	Monitoring and improving classroom and individual student performance – not submitted to CEOSale, but supported by CEOSale Education Officers within schools	MAI: Year F-6 (Term 1) – ongoing tracking of growth points using classroom based assessment Fountas and Pinnell: F-6 (by term)

APPENDIX 2

Schedule for Reporting to Parents:

Term 1 Parent/Teacher Interviews

Term 2 Formal written Student Reports providing information in relation to the learning which has occurred in Semester 1. Reports are created in accordance with the VRQA guidelines and CECV Reporting Student Progress and Achievement Guidelines for Victorian Catholic Schools.

Term 3 Parent/Teacher Interviews

Term 4 Formal written Student Reports providing information in relation to the learning which has occurred in Semester 2. Reports are created in accordance with the VRQA guidelines and CECV Reporting Student Progress and Achievement Guidelines for Victorian Catholic Schools.

APPENDIX 3

Assessment Terms:

Assessment FOR learning - occurs when teachers use inferences about student progress to inform their teaching (Formative).

Assessment AS learning - occurs when students reflect on and monitor their progress to inform their future learning goals (Formative).

Assessment OF learning - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards (Summative), as well as, the impact of the teaching.

Anecdotal records: objective narrative records of student performances, strengths, needs, progress and negative/positive behaviour.

Authentic tasks: activities that are genuine and purposeful. These can include real life shopping tasks, measuring a ballpark, designing a home, building a bridge or tower, writing about significant issues and so on.

Checklists, scales or charts: identification and recording of students' achievement can be through rubric levels, letter grade or numerical value, or simply by acceptable/unacceptable.

Conferences: meetings between the student/parent/teacher and others where progress is checked and goals for growth are established and agreed upon.

Contracts: agreements or goals (verbal or written) set by the teacher, parents and the student.

Diagnostic inventories: student responses to a series of questions or statements in any field, either verbally or in writing. These responses may indicate an ability or interest in a particular field.

Peer evaluation: assessment by students about one another's performance relative to stated criteria and program outcomes.

Portfolios: collections of student work that exhibit the students' efforts, progress and achievements in one or more areas.

Rubrics: a set of guidelines for measuring achievement. Rubrics should state the learning outcome(s) with clear performance criteria and a rating scale or checklist.

Self-evaluations: student reflections about her/his own achievements and needs relative to program goals.

Simulations: the use of problem-solving, decision-making and role-playing tasks.

Student journals: personal records of, and responses to activities, experiences, strengths, interests and needs.

Student profiles: a compilation of data which may include student work samples.

Student-led conferences: where the student plans, implements, conducts and evaluates a conference regarding their learning achievements. The purpose of the conference is to provide a forum in which students can talk about their school work with parents/carers and demonstrate their growth towards being self-directed lifelong learners.

Teacher observations: regular, first-hand observations of students, documented by the teacher.

Qualitative data: is the information you get from attempts to understand what is happening through experience. This data is the information you usually get from interviews, focus groups, observations, video footage, reflections, journals, diaries, accounts of personal experiences and similar attempts to understand what is happening through experience for students, parents, colleagues and personally.

Quantitative data: is data about entities or variables that can be quantified and counted. This data is the information you usually get from closed-ended questions in a survey and/or assessment, multiple-choice questions, set scores on a test.