



ASSESSMENT AND REPORTING POLICY



St Joseph's School Woodburn

Rationale and aim

At St Joseph's Primary School all students will learn at a high level. We are committed to the process of collecting and interpreting data and using this data to report information about students' learning, using Syllabus Standards and Agreed Curriculum as key reference points.

The School recognises that parents have a fundamental right to share in the decisions that affect the education of their children. Therefore, the school is committed to providing parents/guardians with formal reports and informal or formal interviews about their child's progress and achievement.

Principles of assessment for, of and as learning

Assessment is the process of identifying, gathering and interpreting data about students' learning. The purpose is to provide effective feedback on student's achievements and progress in order to set goals and teaching and learning sequences.

Assessment for learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching.

Assessment for learning at St Joseph's:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines

- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment of learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. The effectiveness of *assessment of learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning at St Joseph's:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Assessment as learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning at St Joseph's:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Method of reporting on student performance

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting in all its forms (formal and informal) is to support teaching and learning by providing feedback to students, teachers and parents.

School reports are issued each semester. Government regulations require reporting of student achievement in each Key Learning Area using an A-E grading scale with the exception of Kindergarten.

Teachers are to use common assessment tasks across the stage to ensure objectivity in their reporting. Teachers must also ensure they have work samples to demonstrate their judgement.

Discussions around the A-E spread across the cohort of students need to take place in PLTs and with the advice of the Leader of Pedagogy or with the Principal.

Teacher, parent and student conferences are offered at the end of Semester 1 and 2 after the reports have been sent home. Students are encouraged to lead these interviews referring to work samples and goals. Student goals are revised and from this new goals are set for the following Semester.

Determining A-E grades in K-6 for reporting with opportunities to maintain consistency

Kindergarten reports do not use the Common Grade Scale (A-E), however, they do reflect the NSW Foundation Statements. Years 1- 6 utilise the BOSTES ARC website doe discussion around A-E grades. A marking rubric or similar should support this allocation also.

An assessment plan indicating how students' performance in each KLA is monitored and recorded and tracked

Assessment and reporting at St Joseph's is produced and communicated in the following ways:

Assessment

Formative assessment

Formative assessment drives the teaching and learning cycle at St Joseph's.

In Professional Learning Teams, teachers examine data derived from both formative and summative assessment to guide planning for individual and groups within their stage groupings.

Whole school tracking

Student assessment record cards are to be completed throughout the year. These are stored in the Assistant Principals office. Updating of reading levels, standardised testing results and NAPLAN are to be completed by the teachers.

NAPLAN

NAPLAN assessments are conducted in May each year for the Year 3 and 5 students. These results are placed on the data wall in the Staff study and in the student's record cards. Results from NAPLAN are examined to determine strengths and weaknesses and guide our planning and teaching through the utilisation of the SMART data package.

Student goals

Students along with their teachers and parents construct personal goals. These are based on student achievement. This allows teachers to plan, track and assess individual goals and to provide students with effective feedback.

Best Start/ Maths Assessment Interviews

All students beginning school at St Joseph's are required to take part in the Best Start Assessment for Kindergarten. This comprises a BestStart Literacy assessment as well as the Maths assessment Interview. Teachers and Parents meet early in Term 1 to discuss the results of this assessment. This assessment provides valuable information in learning and teaching for all students. Throughout Kindergarten the Early Learning Continuums are digitally updated and are then available for the Stage 1 teachers.

Reading levels

Student reading levels are to be tested regularly and recorded on the student assessment records (in Schoolworx). It is important to ensure each student's comprehension levels match their fluency levels when recording their results.

Syllabus requirements

Professional Learning Teams plan for and examine assessments and their results throughout each Semester. A common understanding of the task and marking rubric ensures all teachers are able to assess and report on all students in their stage.

RE Test

The Diocesan Religious Education test is conducted for Year Six students each year.

Identification and monitoring of students with additional needs

Learning Support

The School uses Personal Plan reports for students who are currently working on Individual Plans. Parents may request in writing, that their child's progress not be reported using the Common Grade Scale. In these cases, the student is not counted in the cohort and he/she must receive an amended School Report. The school will consult these parents of this option at least once per year.

Procedures for implanting the above – Assessment Plan

Student work samples are to be kept for the calendar year only and replaced the following year. Three work samples for one assessment task in each year showing a range of marks/grades aligned to the Common Grade Scale (A, C, D grades) are to be kept.

It is expected that all teachers will implement and collect assessments for the students in their stage each Semester. These and other work samples are to be kept in the classroom and used when reporting to parents and students during the reporting period each Semester. At the end of the school year the above assessments are to be passed onto the following year's teacher. If the assessments are not required they may be sent home in the following academic year.

Each stage must have a clearly developed Assessment plan with corresponding dates, rubrics and who is responsible clearly mapped out. This is kept with the Program.

Policy Dates			
Formulated	February 2017	Adopted	February 2017
Review date	February 2017	Reviewed	February 2017
Policy Authorisation			
Principal	Jeanette Wilkins		