



ASSESSMENT & REPORTING POLICY

Scriptural Context

*“Teach a child how they should live, and they will remember it all their life.”
Proverbs 22:6*

Rationale

St. Patrick’s Primary School believes that assessment and reporting are integral to planned approaches to teaching and learning. The Catholic School achieves its educational mission by transmitting the Catholic Heritage; and making the values of the Gospel the mainspring of everyday teaching and learning. This is reflected in this Policy, where all students are valued as being unique.

Aims

The purpose of this policy:

- to identify and maximise student learning and achievement
- to develop appropriate learning programmes to meet student needs
- to enable realistic feedback to students, teachers and parents
- to show accountability to CEC (Catholic Education Commission of NSW) Policy, State and National strategies and initiatives with regard to determining, recording and reporting student competencies

Guidelines

Assessment:

Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

ASSESSMENT FOR LEARNING

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

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 OF LEARNING

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. 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.

The assessment should be ongoing and provide a cumulative record of student progress. It should assist in the diagnosis of student's strengths and weaknesses and provide students with the opportunity to participate in all settings. Assessment techniques developed should recognise individual differences and take into account Individual Plans for students who are deemed 'at risk' or having a verified disability. Assessment should build on a student's previous knowledge and experiences.

Ongoing professional learning opportunities will be provided to teachers in the area of assessment.

Reporting:

Informal and continuing reporting to parents through interviews, diary comments and telephone conversations should be encouraged as it assists the development of a dialogue between home and school, enhancing student learning.

Parents will be given the opportunity to attend at least two formal interviews (Mid-Year & End of Year) focusing on their child's progress via the written report and to provide other opportunities for informal discussions between teachers and parents when requested.

The reports should:

- be written or spoken in a clear and comprehensive manner.
- be positive in nature expressing strengths and areas of achievement and need for improvement.
- be confidential.
- be based on the Australian Curriculum Outcomes and NSW Foundation Statements.
- take into account student social and behavioural development.

Guideline Indicators

Assessment:

The following methods of assessment will be used:

Assessment for learning:

- 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 as learning:

- 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.

Assessment of learning:

- 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.

Teachers have the responsibility to provide relevant information to parents on the progress of the children, to develop achievable goals for the assessment of each individual child. Teachers will plan an assessment schedule each term and present this in the form of an Assessment Plan. Standardised Assessment tasks will occur at time outlined in the Assessment Handbook, with results to be recorded online utilising the school's student management system.

Reporting:

Consequences of this Policy being implemented are that the school has the responsibility to:

- Provide parents with written reports (June & December) on student achievement. Reports to include the Common Grade Scale (A to E marking) for Years 1 to 6. Reports will be Year Level based. Kindergarten to have a modified report based on attainment of skills taught using the language, 'Working Towards & Achieved'.
- Provide parents with an opportunity for a formal interview in Terms Two & Four, discussing the student's progress.
- Review reporting practises regularly.
- Allow parents the opportunity to view comparative results within a year level.
- Record NAPLAN results on the school's online student management system
- Keep a hardcopy of all student reports.
- Teachers of students with an intellectual or related disability and on an Individual Plan (IP) that requires substantial adjustments for the student to achieve stage appropriate outcomes may be able to be reported on using the standard school report card without using the Common Grade Scale. Suitable notations and comments may be made to indicate the student's progress in a fashion similar to others in the class. They are not included in the cohort numbers.
- Parent consultation is regarded as a high priority when decisions are being made regarding reporting for students with a disability. IP meetings are appropriate times to discuss the options above. Given the number of variations that can occur when considering such issues it is important to seek advice from others in the school and the Catholic Schools Office.

Reflective Materials

- St. Patrick's Vision and Mission Statement
- St. Patrick's School Positive Pastoral Care/Student Management Policy
- St. Patrick's 2014 Written Report
- St Patrick's Vision for Learning, 2014
- Diocese of Lismore Reporting Student Achievement Guidelines, 2014
- NSW Syllabuses for the Australian Curriculum, 2014

This policy was last ratified by St. Patrick's School Board in...

June, 2006

Reviewed in...

April, 2014