ASSESSMENT AND REPORTING POLICY

ASSESSMENT

RATIONALE
Assessment is the process of identifying, gathering and interpreting information about students' learning. At St James the Apostle Primary School, the central purpose of assessment is to improve the learning outcomes of all students. A good assessment system provides information about whether the learning goals of the teaching program have been achieved and assists with making decisions about subsequent teaching and learning. Its focus is not only on what has been achieved by students, but also on how they have gone about their learning. Assessment is a collection of student data and information which reflects their current understanding and skills and can be both summative and formative in nature. When used as formative assessment, it is used as a guide to inform learning and teaching experiences. Summative assessment is used as a ‘snapshot’ to measure the learning that has taken place. Assessment is a collaborative and innovative process and it is purposefully linked to ongoing and effective reporting, involving all members of the St James community.

AIMS
- Assess for learning, as learning and of learning to inform the teaching and learning program.
- Promote student engagement and recognise achievement.
- Inform teacher planning for learning programs that are matched to student learning goals.
- Guide students to develop knowledge, skills and behaviours, as they reflect on their learning and plan their future learning goals.

STRATEGIES
At St James the Apostle Primary School we use a variety of assessment strategies. These include:

- The compilation of student profile folders, journals and student work-samples.
- Use of pre and post assessments.
- Use of cumulative anecdotal records by teacher.
- Teacher observation of students at work.
- Verbal responses by students to teacher questioning.
• Written responses by students to directed activities.
• Qualitative & quantitative assessment of individual & group project work.
• Checklists of skills taught, indicating level of achievement.
• Observation of research skills.
• Teacher designed testing instruments.
• Involving children in assessment tasks which form part of their normal learning.
• The use of the AusVELS Standards and Progression Points to plot the progress of individual students’ AusVELS domains.
• Formal testing using combinations of the following instruments:
  o NAPLAN
  o Observation Survey
  o Running Records
  o TORCH
  o PROBE
  o SINE Assessment
  o PAT Maths and Reading
  o Westwood 1 min tests
  o South Australia Spelling Test
  o Peters’ Dictation / Spelling
  o Writing Samples – Fast Writes

IMPLEMENTATION

• Assessments will be used to identify future learning directions for individuals and groups of students.
• Pre-assessments are collected and analysed before learning experiences are targeted and focussed.
• Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement.
• Teachers will develop a manageable system of keeping records that can provide a rich mix of evidence pertaining to student learning.
• Teachers will use the data they collect to make judgements about, and report on, student achievement in relation to the AusVELS curriculum.
• Through undertaking moderation of student work samples in team meetings, teachers at each level will have a common interpretation of the AusVELS Standards & Progression Points.
• Teachers will progressively develop and assess in accordance with students’ Personalised Learning Plans (PLPs), in consultation with parents and, where appropriate, other agencies with specific expertise.
• Students will participate in the National Assessment Program – Literacy and Numeracy (NAPLAN) at Years 3 and 5 so as to gain information for staff, parents, students and System Authorities on students’ progress in relation to AusVELS.
- Teachers will assess the achievements of students with disabilities and impairments in the context of the AusVELS and other indicators developed through the LNSLN Program. Program Support Groups will help develop Individual Learning Plans containing appropriate learning goals in key learning areas for each student. Progress towards learning goals will be assessed and reported by the Program Support Group.
- Teachers save formal pre- and post-assessment data on the school shared drive to allow for collaborative cohort planning.
- A schedule of formal assessments is accessible for all staff.

REPORTING

RATIONALE
Reporting is the communication of clear and sequential information regarding student progress and achievement. Reporting should focus on student achievements and indicate areas of improvement. At all times there should be evidence-informed and purposeful feedback with sensitive communication of strengths and weaknesses, with the explicit intention of improving student learning over time. The reporting process is an integral part of the teaching and learning process. Reports are based on a range of assessment processes and evidence, such as teacher observations, annotated student work samples, tests, portfolios, exhibitions and presentations. The Student Report is only one form of communication between the teacher, student and parents in relation to student learning and achievement. The Student Report is supported by twice yearly parent-teacher interviews, and other communication, both written and verbal in conjunction with school based processes.

AIMS
- Use achievement of student learning to develop reports for students, teachers and parents that indicate the progress the student has made and how well he/she is progressing against the standards.
- Provide parents and students with ongoing communication opportunities throughout the year including structured consultations and informal meetings.
- Provide parents with suggestions of what can be done to support student learning outside of school.

STRATEGIES
As St James the Apostle Primary School we use a variety of reporting strategies. These include:
- Twice yearly written reports (A-E) through which student achievement progress can be reported by comparing:
  - the students' work against the AusVELS progression points;
  - the students' prior and current learning achievements; and
  - the students' achievements with those of other students.
• Formal and informal parent/teacher discussions which allow opportunities for student participation where necessary.
• Our Annual Report to the Community.
• The sending home of student work samples which include teacher comment and which invite parent feedback.
• An opportunity for parents to come to school to experience student learning at the St James Learning Expo.

IMPLEMENTATION

At St James the Apostle Primary School we report to parents using the following timeline:

Term One
• Parent & Teacher Chats
• Profile Folder

Term Two
• Parent & Teacher Interview
• Detailed Written Report

Term Three
• St James Learning Expo

Term Four
Detailed Written Reports

Ongoing
• PSGs are held each term for LNSLN-funded students
• Parent and Teachers hold meetings on a needs basis throughout the year, either called by the teacher or the parent

POLICY REVIEW

This Policy will be reviewed every two years to take account of any changed technology, legislation, expectations or practices.

Authorised by: Martin Enright (Principal)

Year of implementation: 2014

Ver1.1: Changes to reporting schedule & addition of eSmart links (March 2016)