Assessment and Reporting Policy

St Mary’s Primary School

Policy Number: Assessment and Reporting Policy


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Related Documentation:
Sex Discrimination Act 1984 (Comm)
Racial Discrimination Act 1975 (Comm)
Disability Discrimination Act 1992 (Comm)
Anti-Discrimination Act 1977 (NSW)
Religious Education Policy
English Policy
Mathematics Policy
Creative Arts Policy
Science and Technology Policy
Human Society and Its Environment Policy
Personal Development, Health and Physical Education Policy
Additional Needs Policy
NAPLAN procedures
Assessment and Reporting Policy

RATIONALE

St Mary’s Primary School strives to ensure that Assessment and Reporting is a vital part of all teaching and learning cycles. Assessment serves the purpose of collecting information on the achievement of students that can be used to improve learning and provide feedback to the students and their parents. Clear, purposeful and timely Assessment and Reporting should be the desired outcome.

POLICY FRAMEWORK

This Policy describes the principles and expectations for assessing and reporting student achievement at St Mary’s Primary School, Grafton. Planning, programming, assessing and reporting involves the consideration of the individual learning needs of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus. Students’ achievement of the syllabus outcomes is the goal of planning, programming and assessing. The sequence of learning experiences that teachers provide, should build on what students already know and should be designed to ensure that they progress through the learning continuum. As students participate in a range of learning experiences, teachers make professional judgements about what students know, what they can do and what they understand.

PRINCIPALS OF ASSESSMENT for, of and as LEARNING

Assessment is the broad name for the collection and evaluation of evidence of a student’s learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

Assessment:

Reporting in our school provides both formal and informal feedback to parents, students and teachers that support teaching and learning.

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do; which promotes student learning and responsibility for learning.
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning
- Provide assessment tasks that are formative, summative as well as diagnostic and embedded in the school curriculum are based on standards which relate to curriculum policies.

POLICY CONTENT

What Assessment means:

Assessment is the process of identifying, gathering and interpreting information about students learning. Assessment is an essential and integral part of the teaching and learning cycle. The purpose of assessment is to provide information in relation to student progress and to set directions for ongoing teaching and learning.
Assessment may be conceptualised in three ways:

**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 for learning:**

1. reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
2. involves formal and informal assessment activities as part of learning and to inform the planning of future learning
3. includes clear goals for the learning activity
4. provides effective feedback that motivates the learner and can lead to improvement
5. reflects a belief that all students can improve
6. encourages self-assessment and peer assessment as part of the regular classroom routines
7. involves teachers, students and parents reflecting on evidence
8. is inclusive of all learners.

**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.

- 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** 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.

**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.

Assessment tasks should be:

RICH: provide assessment information across a range of KLA outcomes within one takes, optimising students’ expression of their learning. Rich assessment takes reduce the need for more assessment.

Authentic: match the assessment criteria to the task/assess what has been taught and learnt in unit of work.

PROVIDE QUALITY MARKING SCHEMES: contain criteria specific to the most important elements of the assessment task.

ENSURE CONSISTENCY OF TEACHER JUDGEMENT: plan/program outcomes to be addresses collaboratively.

BE LINKED TO TEACHING AND LEARNING: type of task is appropriate to the outcomes selected

Assessment tasks should demonstrate a variety of tasks which include but are not limited to the following:

- Written task
- Assignment and research
- Oral presentations (with or without aid of multimodal resources)
- Design and make
- Performance
- Experimental
- Formal and informal teacher observation
- Questioning
- Peer evaluation
- Self-evaluation

In summary, assessment for learning:

- Is an essential and integrated part of teaching and learning
- Reflects a belief that all students can improve
- Involves setting learning goals with students
- Helps students know and recognise the standards they are aiming for
- Involves students in self-assessment and peer assessment
- Provides feedback that helps students understand the next steps in learning and plan how to achieve them
- Involves teachers, students and parents reflecting on assessment data.

IMPLEMENTATION AND PROCEDURES

Assessment

1. The leadership team of St Mary’s Primary will ensure that:

- Assessment processes will comply with National, NSW and the Diocese of Lismore requirements/recommendations
- External and internal assessments will be carried out effectively
- Appropriate assessment processes are carried out effectively for various year levels and are recorded in Assessment Plans (see Appendix)
- Staff receive appropriate professional learning on how to construct quality assessment tasks
- Staff receives appropriate professional learning that promotes consistency of teacher judgement
• Student Achievement Information is collected, stored, accessed and used in an efficient and timely manner

2. Teachers at SMP will ensure they develop assessment processes that:
• Demonstrate current pedagogy that incorporates the principal for learning an assessment of learning
• Are derived and directly related to the Lismore Diocese religious Education Curriculum, the K-6 Foundation Statements (NSW) and other related National Curriculum documents as they are adopted
• Provide a range of opportunities that include a variety of models and strategies
• Ensure that all students receive fair and reliable information and progress in their learning and provide meaningful feedback to students and stakeholders
• Create opportunities for collaborations and planning of assessment criteria, moderation of students work, shared understandings of student learning and assessment, and balanced judgement about student achievement
• Provide opportunities for all students to demonstrate a level of achievement commensurate with their abilities
• Monitor and record student progress in the form of a Whole School Assessment Practices Google Document
• Enable clear reporting of school and student performance

Method of Reporting on Student Performance
St Mary’s Primary School will provide formal and informal opportunities for reporting to parents through interviews, diary comments, telephone and face to face conversations, as this assists the development of a dialogue between home and school and further enhances student learning.

School Semester Reports
The written report for each student will:

• Be issued at the end of each semester in the school year.
• Use Plain English reporting Criteria
• Provide information on the students’ learning in each of the Key learning Areas
• Use the A-E scale (except in Kindergarten) to compare student achievement in their year cohort against a Common Grade Scale, Stage Statements and Professional Learning Teams (PLTs) to maintain consistency.
• IP smart goals to be reported on IP student’s should reflect their learning in Semester 1. Reports in Semester 2 should reflect the student’s learning in Semester 2.
• Include teacher comments affirming student strengths as well as addressing areas for further growth
• Not publish publicly the performance of individual students relative to the rest of the cohorts but have this information available if requested by parents
• Provide information about the student’s personal and social development, work habits and involvement in school programs and activities
• Be confidential

Kindergarten Reporting
Kindergarten students undertake Best Start Assessments in Week 1, Term 1. Results of this assessment are shared with the child’s parents later in Term 1.

Kindergarten students will not be graded using the A-E Common Grade Scale. A written report will be provided to parents at the end of each semester.

• Student achievement in each area of learning will be described as Working Towards, Working At and Working Beyond.
• Comparative information will not be available to parents

**Procedure and Timetable for Semester Reports**

<table>
<thead>
<tr>
<th>Spread of Grades to Principal</th>
<th>Monday 4th last week of terms 2 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports to Principal</td>
<td>Monday 3rd last week of terms 2 and 4</td>
</tr>
<tr>
<td>Reports sent home</td>
<td>2nd last week of terms 2 and 4</td>
</tr>
<tr>
<td>Interviews</td>
<td>Week after reports have been sent home</td>
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</tbody>
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**Procedure for Parent/Teacher Interviews**

Parents/carers will be given the opportunity for the following formal interviews:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Approximately Week 5</th>
<th>Best Start and <em>Meet the Teacher</em></th>
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</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>Last week of term</td>
<td>K-6 Semester 1 reports. Offer of formal interview after receiving report Religious Education Test Year 6</td>
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<tr>
<td>Term 3</td>
<td></td>
<td>Naplan to Year 3 and 5 K-6 Semester 2 reports. Offer of formal interview after receiving report</td>
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<tr>
<td>Term 4</td>
<td></td>
<td></td>
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The School will also:

• Provide opportunities for informal discussions between relevant staff, community based professionals and parents when requested.
• Provide Individual Planning Meetings (IP) for those students who receive funding or are identified as having a learning disability. IP Smart Goals will be reported on School Semester Reports in Semester 2 and 4. These plans will be discussed with parents/carers as needed.

**Identification and monitoring of Students with Additional Needs**

• Students with an intellectual disability (students who meet the Student Disability Criteria for an Intellectual Disability and ESL ‘new arrivals’ (students enrolled in an Australian school less than one year before the reporting process) qualify from exemption Form A-E reporting.
• Parents of students with cognitive delays should be contacted by the Principal or nominees to confirm parent wishes in respect to A-E reporting.
• Parents of students with a disability will be asked to choose from the following reporting options for their son/daughter:
  Option A: Student report A-E compared to their year level.
  Option B: Progress in relation to IP outcomes.
  IP Smart Goals are to be reported from both Semester 1 and Semester 2.
Reporting of External Testing

- For students in Years 3 and 5, in addition to school based reports, parents will be provided with a report on their child’s achievement in the external National Literacy and Numeracy Assessment (Naplan). Individual reports will show that students’ achievement compared to nationally agreed benchmarks.
- For students in year 6, in addition to school based reports, parents will receive a report on their child’s participation in the diocesan religion test which is conducted towards the end of Term 2.

External reporting – The Annual School Report

- The Annual School report will publish students’ outcomes in the NAPLAN testing.
- The school will provide all required performance data to the NSW Department of Education, the Catholic Education Office, the National Government (Myschool website) and the community by means of an annual report.