

## Assessment & Reporting Policy

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### Assessment

#### Philosophy

The following statements represent the shared philosophy of the school community:

- Effective assessment is an ongoing process or planned activity which should assist the improvement of individual student learning.
- It must take a variety of forms and be manageable for teachers.
- It should provide vital information about the individual, which can be used to monitor progress and achievement.
- Involve children in their own self-evaluation.
- Aim to be a positive experience for staff and student.
- Assessment is directly linked to all program development and planning, and encompasses observation of behaviours, attitudes and learning styles.
- Provides a basis for program evaluation and continuing curriculum improvement.

#### Guidelines for Implementation:

- A variety of assessment procedures, formats and processes are used to cater for the individual, e.g. written and oral formats, checklists, anecdotal records, profiles, work samples, teacher comments, student self-assessment and observations.
- Curriculum leaders will provide relevant professional development in delivering quality programs and assessment strategies and ideas.
- Planned assessment to be used for the development of skills, attitudes and co-operative group activities with relevant comments made.
- Balanced judgements to be made about student achievement based on a variety of contexts or examples.
- Common understandings developed among staff about assessing work samples.
- Tailoring teaching and learning programs to meet the needs of the individual and matching assessment accordingly.

Formal assessment that occurs at St Mary's includes...

**P- 2 Literacy:** Children are tested at the beginning and the end of each year - tests include ROL and Benchmarking (running records) . The information gathered from this testing is used to direct teaching and to identify those children who need to take part in programs that will assist them in their Literacy development.

#### National Assessment Program – Literacy and Numeracy (NAPLAN)

St Mary's takes part in NAPLAN at the Grade 3 and 5 level each year using common tests in reading, writing and language conventions and numeracy. The results are used by students and parents to discuss achievements and progress with teachers. Teachers also use the data to identify students who require

greater challenges or additional support. As a school, we identify strengths and weaknesses in teaching programs and set goals in literacy and numeracy.

**The On-Demand testing program.** This is an on line resource for teachers provided by the Victorian Curriculum and Assessment Authority. At St Mary's students in Grades 2 to 6 take part in Literacy and Numeracy testing midyear and at the end of year.

**PAT Testing** the P.A.T assessment tool helps measure the children's progress in comprehension and identify individual reading comprehension needs. Students in Grades 1 to 6 take part in P.A.T testing.

**Prep to 6 Writing Moderation:** Through the moderation process, teachers share their expectations and understanding of standards with each other in order to improve the consistency of their decisions about student learning.

## Reporting

### Philosophy

The following statements represent the shared philosophy of the school community:

- Reporting should be seen as regular, ongoing and meaningful to all those involved in the process.
- It needs to be honest and realistic, acknowledging positive achievements, but also can indicate guidelines for future development.
- Must involve clear communication, be comprehensive and be expressed in gender inclusive language which is user friendly for parents, student and teacher.
- Encompasses the personal, social and academic aspects of the student's development.

### Guidelines for Implementation:

- Parents are invited to attend formal parent/teacher/student conversations twice a year. Contact is organised for early Term one for information sharing and at mid-year for a more detailed progress report. Informal contact is also encouraged at other times, as the need arises.
- Formal written student reports are confidential documents that schools produce twice a year - mid and end of year. These reports provide parents with a clear picture of their child's progress and how they compare to others within the school and state.
- Modification of reporting strategies and formats as required meeting the needs of all students and their parents.
- Current DE&T guidelines to be considered in implementing our own school based report formats.
- Curriculum groups or level groups to organise information evenings, as may be needed.
- Use of newsletter to report on curriculum issues.
- Opportunities to be provided to gauge parent and teacher satisfaction with processes being used and input into review processes.
- The opportunity for involving children in the reporting processes.
- Encourage open lines of communication between students, parents and teachers by being accessible for the sharing of information.
- Linking assessment and reporting with teaching and learning.
- Involves student self-assessment as part of reporting to parents.
- Diaries and communication books are used for parent's / teacher communication when required.
- Individual Student Profile Cards provide a cumulative profile where other relevant information can be recorded such as: medical information, anecdotal comments including attitudes, behaviours, work habits and P.S.G. meetings. These cards are passed on to the next year's teacher.

## Evaluation

- Whole school analysis at midyear to review strengths and weaknesses of policy and program.
- Time delegated for teacher personal reflection of classroom practices through staff meetings, curriculum days, level meetings and curriculum groups.
- Child assessment of classroom practices.